

School Sixth Forms – Funding Guidance for 2006/07 and 2007/08

September 2006

Of interest to headteachers, curriculum deputies, directors of sixth forms, bursars in schools with sixth forms and local authorities with school sixth forms in their area

Further information

For further information, please contact the appropriate Learning and Skills Council office. Contact details for each office can be found on the LSC's website (www.lsc.gov.uk).

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This document should be retained and used as a handbook to school sixth form funding in 2006/07 and 2007/08. It should also be used as a reference manual for the completion of the 2006 September Pupil Count and the Post-16 Learning Aims Management System (PLAMS) for 2006/07.

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Summary

This document sets out how the Learning and Skills Council (LSC) is funding school sixth forms in 2006/07 and 2007/08.

It consolidates and replaces the following LSC publications: *School Sixth Form Funding Guidance 2004/05* and *School Sixth Form Funding Guidance – Updated Version for 2005/06*. It also refers to *Priorities for Success – School Sixth Form Funding*.

The LSC is changing

Our organisation has been substantially restructured in order to work more closely with key partners – including schools and local authorities (LAs) – so we can be more effective in delivering our common key objective: meeting the local learning and skills needs of young people.

A school's and local authority's single point of contact with the LSC is now the new LSC area partnership team.

This document is in three parts:

Part A gives a summary, strategic overview of the LSC's partnership with schools. It sets out the school sixth form funding principles to support that partnership, highlighting the important changes introduced for 2006/07 and 2007/08.

Part B sets out all the detail of the LSC's allocation processes to school sixth forms for 2006/07 and 2007/08, and the underpinning data issues. It concentrates on how schools should complete the September Pupil Count (SPC), as well as describing the new Department for Education and Skills (DfES)/Ofsted/LSC school sixth form data collection in November 2006. It stresses schools' responsibilities for maintaining records for data assurance purposes.

Part C discusses the LSC's current and future role over special educational needs for 16 to 19-year-olds, as well as the additional support available to particular groups of sixth form pupils.

This document is for:

- headteachers and school colleagues, responsible for sixth forms in schools
- Directors of Children's Services and their colleagues involved in 14–19 education
- Diocesan Directors of Education.

Further information

Contact your LSC area partnership team – details can be found at www.lsc.gov.uk

School Sixth Forms – Funding Guidance for 2006/07 and 2007/08

1 This document sets out the arrangements for funding school sixth forms in 2006/07 and 2007/08. These arrangements align both with LSC funding priorities across post-16 learning as well as with the new school funding system introduced by the Government from April 2006.

PART A: A funding system to support partnership

Section 1: A vital partnership – the LSC and schools working together

2 The LSC is a key partner in delivering the 14–19 Implementation Plan. That plan sets out the Government's strategy to transform learning opportunities for all 14 to 19-year-olds, with ambitious targets and goals over participation and achievement by 16 to 19-year-olds.

3 Schools are vital partners to the LSC in meeting the needs of **all** young people and preparing them for the world of work. For our part, the LSC commits to a supportive and productive partnership with schools within the roll-out of the New Relationship with Schools initiative, and with Children's Trusts and LAs. Only through such partnerships – focused on the actual needs of all young people in an area – will those young people have their learning needs met.

4 Schools, colleges and work-based learning providers are at the forefront of delivering a relevant and high-quality curriculum for young people. A key element of the 14–19 agenda is to give each 14 to 19-year-old an entitlement to a broad curriculum including the new, specialised diplomas.

5 A single school or college is very unlikely to be able to deliver that curriculum in range and quality for every young person on their roll. Schools will have new statutory responsibilities to ensure that each of their Key Stage 4 pupils has access to their entitlement.

Each institution must develop and play to its strengths, while at the same time work collaboratively with other institutions. In line with the principles set out in the Government's recent further education White Paper, the DfES and its partners – including the LSC – are reviewing arrangements for funding 14 to 19-year-olds. Those principles include equity of funding regardless of which type of institution a learner attends, and support for collaborative arrangements between institutions.

6 Sixth forms in schools clearly make a major contribution to the learning opportunities for 16 to 19-year-olds. The LSC's funding system supports that contribution. Since the LSC took on responsibility for funding school sixth forms in April 2002, the number of school sixth formers has increased from 328,000 in September 2001 to 369,000 in September 2005. That is a 12.5 per cent rise in sixth form pupil numbers against a demographic increase of 7.2 per cent in the number of 16 to 19-year-olds over the same period.

7 The LSC's partnership with schools is wide-ranging. Examples of that partnership to date include:

- the Increased Flexibility Programme, benefiting 100,000 Key Stage 4 pupils, and involving collaboration by some 2,000 schools and 300 colleges. One result has been a demonstrable increase in the staying-on rate in post-16 learning among these pupils
- funding Education Business Links to deliver work-related learning, work experience placements, professional teacher placements and employer engagement
- delivering the schools engagement programme – a work-focused route to motivate Key Stage 4 pupils at risk of dropping out
- delivering Young Apprenticeship programmes which give a high-quality vocational route at Key Stage 4

- carrying out Strategic Area Reviews, planning with local partners their future local provision for young people
- administering Education Maintenance Allowances for students from low-income families
- developing the Learner Achievement Tracker (LAT) which offers common, national, value-added post-16 data for all schools, colleges and work-based learning providers for the first time. The LAT will support school self-evaluation and School Improvement Partners (SIPs), as well as giving parents and young people comparative data.

Section 2: Priorities for Success – funding the LSC's priorities for young people

8 The total number of 16 to 19-year-olds in education and training increased by 34,500 to over 1.5 million at the end of 2005, the highest number ever. The Government's target for the LSC for the proportion of 19-year-olds achieving a Level 2 qualification has been reached a year early.

9 These successes are of great and lasting benefit to a large number of young people. But they have increased the budget pressures on the LSC. The LSC has therefore had to constrain some aspects of its funding in order to continue to support increased numbers of learners and to target its funding more precisely to the priorities set by the Government.

10 How we are doing this in 2006/07 and 2007/08 is set out in *Priorities for Success: Funding for Learning and Skills*, available at www.lsc.gov.uk. That document gives the strategic framework for refocusing LSC funding to deliver the Government's priorities for the public funding of learning and skills. It covers those arrangements as they impact on school sixth form funding.

11 The average funding for 16 to 19-year-olds has increased rapidly, partly because of additions to students' programmes. There is a tension between making allocations to reflect increasing numbers of 16 to 19-year-olds participating in education and training, and further increasing the average funding for each student. The LSC's budget simply does not allow fully for both at current rates and our priority is to support increased pupil numbers.

12 Another factor is that in the further education White Paper (*Further Education: Raising Skills, Improving Life Chances*), ministers have made it clear that the LSC's funding system must be fair for every young student, regardless of whether they are in school or at college.

13 An independent report by the former Learning and Skills Development Agency identified a number of anomalies where the application of the LSC's methodology has a different impact on students depending on where they study. The report highlighted these anomalies as contributing to the difference between funding levels for 16 to 19-year-old students in school sixth forms and those in colleges.

14 While the LSC methodology for schools and colleges is similar, the anomalies are due to different data collection processes for schools and for colleges on which the respective allocations are based. They include the way the LSC can allocate funding for:

- **retention:** current school sixth form data collections only enable "retention" to be measured for sixth form students who actually leave school between September and the following January. The funding system therefore fully funds those students who remain in school during that period, but who drop individual qualifications for which the school has had funding allocated; and it funds students who leave school after the January census. In colleges, three census points are used, enabling leavers to be more closely accounted for in the funding, and the data allows the funding system to reflect students who stay in college but who change the qualifications they study during the year
- **achievement:** a national achievement rate is used for school sixth forms as, unlike in colleges, the data collected nationally from school sixth forms does not allow an individual school's performance on achievement to be measured against qualifications started in September on which the allocations are based
- **maximum qualification funding:** the LSC has caps on the maximum funding individual students can attract in both schools and colleges. The methodology differs – this document explains the relevant arrangements for school sixth forms which bring the post-16 sector more closely in line for 2006/07.

15 To address these anomalies, the *Post-16 Learning Aims Management System for 2006/07 (PLAMS 06/07)* will be introduced in November 2006 for 2006/07. This data collection will then be incorporated into the school census for September 2007 (see paragraphs 180–210). This is a joint DfES/Ofsted/LSC collection of individual pupils' learner aims, at the time when those pupils start their sixth form studies. This will lead to more consistent data across the post-16 sector and will allow for more effective tracking of pupils, quality and self-evaluation as well as better targeted funding.

16 Ministers have made clear that 2006/07 and 2007/08 are transition years for school funding, and the LSC has aligned its sixth form funding with the arrangements for those years. The DfES is considering the funding arrangements for 2008–09 and beyond following recent consultation. The LSC will work closely with the DfES as these arrangements develop and will actively engage with schools and LAs over the sixth form funding system from 2008/09.

a. How a school's sixth form allocation is calculated

In 2006/07, schools are funded either through

- the LSC formula; or
- the Real Terms Guarantee (RTG).

Ministers have decided to phase out the RTG from 2006/07.

Schools on the LSC formula in 2006/07 will remain on the LSC formula in forthcoming years – paragraphs 211–220 on the RTG are therefore not applicable to them.

Schools on the RTG may move to the LSC formula in 2007/08 if their LSC formula allocation is greater than their RTG allocation.

Schools on the RTG will find further details about the arrangements for the RTG in 2006/07 and 2007/08 at paragraphs 211–220.

All schools, whether on the LSC formula or RTG funding in 2006/07, must complete the 2006 SPC and start the PLAMS 06/07 collection in November 2006.

Section 3: Funding learners – the school sixth form funding system for 2006/07 and 2007/08

17 The LSC funding system for 2006/07 and 2007/08 will fully support school sixth form pupils while addressing the funding pressures outlined above. So while the system will be similar in most respects to previous years, there are some important changes to be made in order to target money more closely to the following LSC priorities:

- funding further **increases in participation and attainment** by 16 to 19-year-olds in schools and colleges
- maintaining **real terms growth in funding** for 16 to 19-year-olds, by increasing **funding rates** in school sixth forms and colleges in 2006/07, in line with the Minimum Funding Guarantee (MFG) level
- ensuring affordability by lowering the maximum average qualification funding for 16 to 19-year-old students in school sixth forms and colleges.

18 The LSC formula for calculating a school's sixth form funding has the following elements:

b. A school's sixth form allocation – key elements

- the "per pupil entitlement" – an amount for each pupil
- the total qualification funding, including different weightings for different qualifications. This funding is adjusted by:
 - the school's individual retention rate
 - a national achievement factor
 - the maximum average amount of qualification funding that a school can receive for its sixth form pupils has been revised, and this is explained in paragraphs 41–48
- additional factors to reflect:
 - disadvantage, using the school's free school meal index
 - area costs (where relevant)
- a separate pensions contribution supplement.

The per pupil entitlement

19 Schools receive funding for an “entitlement” for every pupil, which covers key skills, tutorials and other enrichment activities.

Qualification funding

20 This is a rate for each qualification that reflects the guided learning hours/teacher contact time needed to deliver the relevant curriculum. For example, the rate for an AS-level is higher than for a GCSE.

Programme weighting

21 This is a factor – “weighting” – which reflects the different costs of teaching the curriculum in different subject areas. For example, an AS-level in chemistry attracts a higher weighting than an AS-level in English literature.

Retention

22 The LSC formula – **but not the RTG** – for a school includes a retention factor. Each school has a different level of retention, which will vary from year to year, and the LSC reflects this individual rate in its funding system.

23 For both 2006/07 and 2007/08, the LSC will continue to calculate a school’s individual retention rate by comparing those entered as Years 12, 13 and 14 on the January 2005 Pupil Level Annual School Census (PLASC) with the actual number of sixth form pupils on the 2004 SPC. This is the latest available data at the time the allocations are issued.

Achievement factor

24 The achievement element is 10 per cent of the total rate for a qualification aim, including programme weighting. This additional element is included within the programme rate.

25 In calculating a school’s allocation, the LSC assumes a standard level of achievement of 87 per cent. This is based on actual national achievement levels in sixth form colleges – the closest proxy figures available.

26 For 2006/07 and 2007/08, the LSC will not adjust funding on the basis of individual schools’ performance on achievement.

Disadvantage

27 The disadvantage uplift for school sixth forms supports the policy of reaching and helping disadvantaged learners, and recognises the extra costs of doing so. Schools with significant disadvantage funding will be considering offering relevant support to such students – literacy support, information and communication technology (ICT) skills, mentoring and so on.

28 The LSC currently uses known eligibility for free school meals (FSM) as the measure for this part of the formula. The FSM figure is the number of 11 to 16 school pupils eligible for FSM as a percentage of the 11 to 16 pupil population. The school’s figure is taken from the January 2005 PLASC. The figure from the January 2005 PLASC will be used for both 2006/07 and 2007/08.

29 The disadvantage uplift is a percentage increase. The amount is calculated by multiplying the FSM factor by 20 per cent (see example below).

Example – disadvantage calculation

The disadvantage uplift is 20 per cent of the FSM factor.

If there are 1,000 pupils in a school, of which 250 are eligible for free school meals, the FSM factor is 25 per cent.

The disadvantage uplift is 20 per cent of that factor. In this example, 20 per cent of 25 per cent gives 5 per cent uplift to the weighted national rate. The school would have a disadvantage factor of 1.05.

Area costs

30 This element of the formula reflects the significant additional costs of teaching post-16 learners in London and areas in the South East. The LSC uplifts the funding for school sixth forms according to their geographic position.

31 On advice from the independent National Rates Advisory Group, the LSC is maintaining its area cost uplifts for schools for 2006/07 and 2007/08.

32 Annex A gives full details of the area cost uplifts and of the individual LA areas in London and the South East to which they apply.

Employers' pensions contributions

33 In each of the years 2006/07 and 2007/08, the DfES is devolving £43.5 million to the LSC to meet additional employer contributions to teachers' pensions, as they did for LAs for teaching pre-16-year-olds.

34 The LSC allocates this money separately for schools. As with previous years, the relevant pension contribution allocations are based on pupil numbers and uplifted by the school's area costs factor.

35 The reason for a separate allocation is that integrating the pensions contribution into the RTG would be a complex and distorting process.

c. Changes to the LSC's school sixth form funding system for 2006/07 and 2007/08

- a phased withdrawal of the RTG
- the revised maximum qualification funding for an individual school
- the MFG
- a Minimum Funding Floor (MFF) for school sixth form funding, supporting the MFF for the school's total budget operated by LAs
- stability through the removal of in-year adjustments
- April–July financial year uplift
- multi-year budgets: school sixth form budgets for both 2006/07 and 2007/08 (see paragraph 78)
- the Teachers' Pay Grant (see paragraphs 249–251)

Real Terms Guarantee

36 Ministers introduced the RTG as part of the transition to LSC funding of school sixth forms in April 2002.

37 The RTG was designed to ensure that, over the funding transition, schools that maintained or increased their sixth form pupil numbers had their sixth form funding at least maintained in real terms.

38 Ministers have agreed that the RTG has served its purpose, and that it is now the right time to withdraw it without destabilising those schools still benefiting from the RTG. Consequently, the LSC will begin a phased removal of the RTG from 2006/07, with no RTG in place from 2008/09.

39 In 2006/07, 271 schools are on the RTG. Details of the revised arrangements for those schools are included in paragraphs 211–220.

40 In previous years, the LSC made two calculations for a school's sixth form funding – using the LSC formula, and according to the RTG. The school's allocation was the higher of the two calculations. From 2006/07, a school currently funded through the LSC formula will not be able to revert to the RTG – their funding will simply be calculated on the basis of the LSC formula.

Revised maximum qualification funding

41 Currently, both school sixth form and further education college funding systems have a limit on the amount of qualification funding that can be attracted by individual students.

42 There are two limits, or caps. First, for school sixth forms, there is an individual pupil cap of five qualifications each year that are eligible for funding, as recorded in the SPC.

43 The second limit is a cap on the school's average per pupil qualification funding. This limit is set at a lower level in 2006/07 and 2007/08 than in previous years.

44 A key objective of the Curriculum 2000 reforms was to encourage greater breadth in A-level programmes, particularly in Year 12, through the introduction of the AS-level. The majority of students tend to take one fewer A2-level in Year 13 than AS-levels in Year 12.

45 The new maximum average qualification funding level will continue to allow schools to offer the most appropriate programmes at the right level to their students, whether they are 5 AS-levels in Year 12 and 4 A2-levels in Year 13, other qualifications or a combination. But it also recognises the economies of scale from pupils taking larger programmes, as well as the Government policy and students' practice of specialising at A2-level.

46 The maximum average qualification funding level will, therefore, equate to the full funding of 4 AS-levels in Year 12 and 4 A2-levels in Year 13, plus part funding of a fifth AS-level in Year 12, reflecting the lower unit costs of running larger programmes.

47 This will result in an annual maximum average qualification funding level per pupil which is the equivalent of 4.25 AS/A2-levels (at an average weighting of 1.06). The maximum qualification funding will continue to apply as an average across the whole school sixth form.

48 Other formula funding factors, such as the per pupil entitlement, the disadvantage and area costs are additional to the 4.25 average qualification cap and are not affected by it.

Minimum Funding Guarantee

49 The MFG is the minimum percentage level by which the Government determines that per pupil school funding should increase year on year. The increase is designed to reflect anticipated average additional cost pressures on schools, including the School Teachers' Review Body's recommendations for the teachers' pay settlement to cover the period September 2006 to August 2008.

50 The MFG for secondary schools is 3.4 per cent for 2006/07 and 3.7 per cent for 2007/08. The LSC will reflect these MFG levels in both its school sixth form rates, including the per pupil entitlement, and for 2006/07 in further education college funding rates for 16 to 18-year-olds.

Minimum Funding Floor for sixth forms

51 Linked to the MFG, the LSC has introduced a new mechanism for 2006/07 and 2007/08 to ensure that average per pupil school sixth form funding does not fall in cash terms year on year. The funding floor with its cash terms safeguard will apply to all school sixth forms.

52 The MFF will give continued stability to school sixth form funding after the funding methodology changes set out above, including over the RTG, have been introduced. The effect of this cash terms safeguard is that schools cannot experience a reduction in average per pupil funding as a consequence of the methodology changes.

53 The "floor" will be established for each school first by calculating an average per pupil figure for 2005/06. This figure will be the school's 2005/06 allocation, as adjusted for September 2005 sixth form pupil numbers, and then divided by those pupil numbers.

54 The final 2006/07 allocation will also be divided by the September 2005 pupil numbers, on which the allocation will be based, producing a 2006/07 average. If the 2006/07 average is lower than the 2005/06 average, the 2006/07 allocation will be topped up to bring its average up to the 2005/06 level.

55 Similarly, for 2007/08, the final allocation will be divided by the September 2006 pupil numbers, on which the confirmed allocation will be based, producing a 2007/08 average. If that 2007/08 average is lower than the 2006/07 average, the 2007/08 allocation will be topped up to bring its average up to the 2006/07 level.

Minimum Funding Floor for a school's total budget

56 In view of the changes to sixth form funding, the Government has decided for 2006–07 and 2007–08 to extend the methodology for the MFF to include funding for school sixth forms.

57 The calculation of the MFF by LAs will, therefore, also take account of schools' LSC allocations and their numbers of post-16 pupils.

58 This will ensure continued stability for school funding as the changes to school and post-16 funding are implemented.

Removal of in-year adjustment

59 To make school sixth form funding simpler and more consistent with new school funding arrangements, and with funding for 16 to 18-year-olds in colleges, the LSC will no longer make in-year adjustments to school sixth form funding allocations.

60 The 2006/07 allocation notified in December 2005 will therefore be the final allocation the school will receive for its sixth form in 2006/07: neither the RTG nor the LSC formula allocations will be further adjusted upwards or downwards on the basis of the actual number of pupils recorded by the school in the 2006 SPC.

61 This is in line with proposals for using a single pupil count as the basis for predictable school funding by LAs. Final allocations will be based solely on the previous year's data: so, for example, the 2006/07 allocation will be based on the pupil numbers and qualifications recorded in the 2005 SPC and not subsequently adjusted in year for actual pupil numbers in September 2006.

62 This also makes school sixth form funding more consistent with the further education system, where there is no automatic adjustment of funding during the year.

63 Removing the in-year adjustment would not be appropriate for schools that have new sixth forms opening or are closing existing sixth forms.

64 For new and closing school sixth forms, the arrangements are explained in paragraphs 221–243.

Exceptional funding for significant school sixth form growth in 2006/07

65 The LSC recognises from consultation the difficulties faced by some schools with significantly expanding sixth forms in 2006/07 – the first year of the revised funding arrangements.

66 To help such schools, the LSC has set aside £10.5 million to give exceptional and limited support for the transitional year 2006/07 only.

67 Schools were asked to put forward a proposal if they felt they qualified for such funding in 2006/07 by 10 July 2006.

68 All schools should now have been notified as to whether or not the LSC has been able to support their proposals with additional funding. Any agreement for additional exceptional funding is dependent on a school increasing their sixth form pupil numbers in September 2006 by at least 20 pupils compared with their September 2005 pupil total.

69 These schools will be informed in November 2006 how much funding they will receive. This funding will be paid to schools through their LA in January 2007 as a

lump sum. This funding is a one-off payment outside the annual allocation funding.

70 This exceptional, additional funding is for 2006/07 only.

April–July financial year uplift

71 The LSC will continue to incorporate its “financial year uplift” in the 2006/07 allocations. This will be an additional uplift of 3.7 per cent to the funding for the period from April to July 2007, in order to ensure the 2006/07 allocations include the 2007–08 MFG increase from the start of the financial year. Schools will be informed of the amount of their individual uplift for April to July 2007 in December 2006 with their allocation for 2007/08.

72 As the relevant period for the LSC's 2007/08 allocations (April to July 2008) falls outside the DfES' MFG period, no “financial year uplift” has yet been included in the indicative allocations made in December 2005. The allocations for 2007/08 will include any necessary alignment with new school funding arrangements introduced by the DfES from April 2008.

Part B: LSC funding allocations to school sixth forms

Section 4: Communicating with schools – the allocation cycle

73 The LSC communicates funding allocations as clearly and as early as possible to schools to aid funding stability and long-term planning of the curriculum, staffing and budgets.

2006/07 allocation

74 The 2006/07 allocations as notified in December 2005 are final. No in-year or other adjustments will be made to the 2006/07 allocations, with two exceptions:

Financial year uplift

75 In December 2006, the LSC will notify schools of the "financial year uplift" to their 2006/07 sixth form allocation, together with their 2007/08 allocation.

76 This uplift will reflect the fact that the Government's MFG of a 3.7 per cent increase in 2007–08 starts in April 2007, part-way through the LSC's funding cycle. The LSC will therefore increase the school's 2006/07 allocation in respect of April to July 2007 by 3.7 per cent. In other words, one-third of the 2006/07 allocation, as notified in December 2005, will be increased by 3.7 per cent.

Exceptional funding for expanding school sixth forms

77 This is explained in paragraphs 65–70 above.

2007/08 allocation

78 The LSC notified schools and LAs of their 2006/07 and 2007/08 academic year sixth form allocations at the same time, in December 2005. This was in line with ministers' school funding stability policy and in support of multi-year school budgets. The 2006/07 allocation was final; that for 2007/08 is indicative. The basis for both those allocations was the pupil numbers and qualification data recorded in the 2005 SPC.

79 With the phasing out of the RTG, schools on the LSC formula in 2006/07 will be funded only through the LSC formula in future years. As a result, these schools will no longer receive an RTG allocation alongside their LSC formula allocation from 2007/08 onwards. This will considerably simplify the documentation schools receive.

80 The 2007/08 allocation will be finalised in December 2006 when the 2006 SPC data has been analysed.

81 A school's 2007/08 final allocation will be adjusted by:

- the number of pupils on the 2006 SPC
- the number and types of qualifications on the 2006 SPC
- the MFG of 3.7 per cent.

82 In line with funding stability, the LSC will use the same individual school factors for retention and disadvantage in 2006/07 and 2007/08.

83 The allocations will use the retention rate for 2004/05. This is calculated by comparing the actual 16 to 19-year-old pupil numbers on the January 2005 PLASC as a percentage of the sixth form pupil numbers on the 2004 SPC.

84 The 2007/08 allocation does not include an uplift for April to August 2008. Any adjustment would be part of the 2008–11 settlement, which has yet to be finalised.

LA deductions from LSC allocations

85 The LSC provides funding to LAs to forward to schools with sixth forms – it does not directly fund schools.

86 The 2006 Financing of Maintained Schools Regulations allow LAs to reduce a school's budget share for 2007/08 to take account of items assumed to be funded within both the LSC allocation and the school's non-Age Weighted Pupil Unit funding.

87 The regulations also allow LAs to add to the LSC allocation for sixth forms.

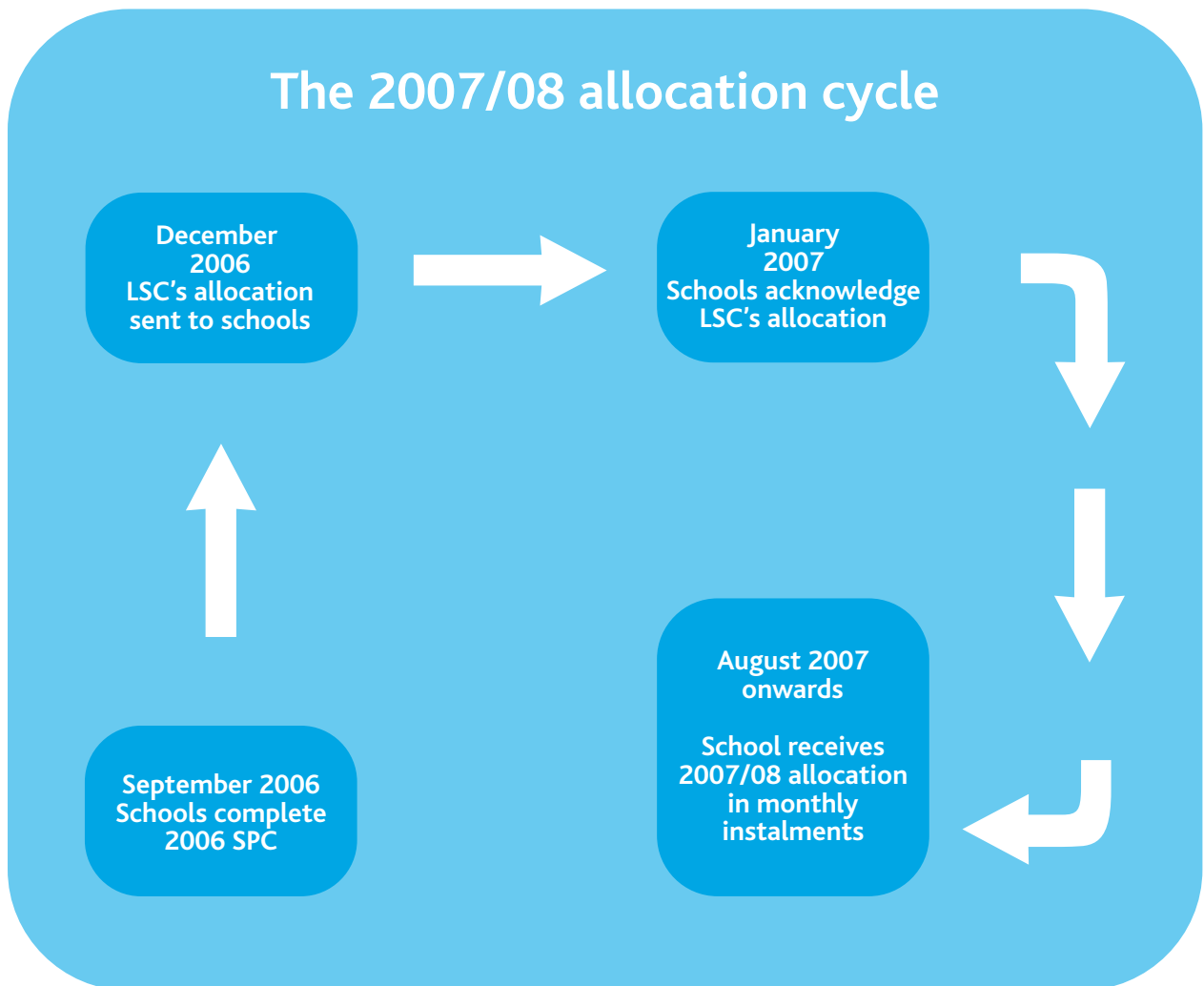
Schools in exceptional financial difficulties

88 The LSC is aware of the need for stability in sixth form funding as the loss of a proportionally large number of sixth formers in September can adversely affect a school's overall budget, and thus its ability to provide an appropriate education for those sixth formers still in the school.

89 The LSC has developed longer-term support measures for those few schools which find themselves in more extreme financial difficulties.

90 This involves a three-year financial and curriculum recovery plan drawn up and agreed by the school, the LA and the LSC. This gives a planned and consistent approach to tackling more significant and longer-term difficulties in the school.

d. The 2007/08 allocation cycle



December 2006

91 Schools have already received an indicative allocation of their 2007/08 allocation with their 2006/07 allocation in December 2005. This allocation was based on the school's September 2005 data.

2006 SPC

92 Schools complete the 2006 SPC, recording the number of pupils in the sixth form and the qualifications that they are studying on 21 September. The SPC must be returned to the DfES by 29 September.

93 It is important that schools enter this data accurately as it will form the basis of the school's 2007/08 LSC allocation and be subject to external audit.

December 2006 – LSC allocation for 2007/08

94 Using the 2006 SPC data, the LSC will send each school, and its maintaining LA, an allocation for 2007/08.

January 2007 – Schools acknowledge LSC allocation for 2007/08

95 The LSC will ask schools to check their original allocation, and to pay particular attention to the qualification data in the 2006 SPC on which it is based.

28 February 2007 – closing date for queries from schools to be lodged with the LSC

96 Schools must lodge any concerns regarding their 2007/08 allocation with their local LSC by 28 February 2007. No adjustment to a school's funding for 2007/08 can be made if a concern is lodged after this date.

97 The LSC will examine each case on its merits.

Section 5: The 2006 SPC

98 The DfES sends the SPC electronically – schools should know their own code and details to access their individual SPC.

Accuracy of data entered on the SPC

99 It is important that schools enter the data on the SPC as accurately as possible.

e. The good practice guide to completing the 2006 SPC

To ensure that a school records its data as accurately as possible, good practice suggests that a school should:

- read this section of the funding guidance and the guidance attached to the SPC
- use the worked example of a school's SPC included at Annex H
- involve either the curriculum deputy or director of sixth form in the completion of the qualifications section
- double-check the totals on the SPC, and the calculations underpinning them, with a person who has not had any previous involvement with the data
- compare the 2006 SPC with the 2005 SPC and be able to clearly identify any significant changes and the reasons for them
- keep copies of the data used to complete the SPC – see Figure h.

These records are particularly important this year. They will form the basis of the *Post-16 Learning Aims Management System for 2006/07 (PLAMS 06/07)* in November 2006, which will collect the learning aims of each pupil (see paragraphs 180–210).

It is important that staff involved – curriculum deputies, directors of sixth form, bursars – who are newly appointed are assisted by someone familiar with the recording required.

LSC Area Partnership Teams will be happy to help schools over this important aspect, particularly for newly appointed staff in schools.

100 The LSC's data assurance visits to 300 schools in 2005/06 highlighted a number of issues centred around the SPC and it might be helpful to schools to take account of these specific issues when recording the 2006 SPC (see Figure f).

101 Auditors discovered that a significant number of schools had wrongly recorded their pupil numbers, and many had errors in the number of qualifications studied. In addition, some schools had inadequate records to support their SPC data.

102 The LSC is correcting all such data from each audited school to reflect the actual pupils involved and qualifications studied and is adjusting the schools' allocations accordingly.

103 In order to be able to continue to give assurances over the distribution of public funds in the following year, the LSC will conduct a further audit of those schools where significant errors have been found in order to ensure that their SPC data return is accurate.

104 A smaller proportion of schools will receive increased funding for 2006/07 as they underestimated their pupil and/or qualification data in their 2005 SPC return.

Pupil eligibility

105 To be eligible for LSC funding as a pupil in a school sixth form, a young person must:

- be under 19 years of age at the start of their sixth form programme of study
- be studying full-time (either at the school or, under arrangements made by the school, partly at another institution); and
- have right of abode in England (Non-European Economic Area (EEA) nationals will generally not be eligible for LSC funding unless accompanying parents).

106 The decision as to whether a young person is to be admitted to a school sixth form does not rest with the LSC but with the governing body or maintaining LA, in accordance with the DfES School Admissions Code of Practice.

Fast-track pupils

107 Some pupils in Years 10 or 11 may be studying an AS or A2 course as well as their GCSE programmes because they are on a fast-track programme. These

pupils are funded by the LA and so are not eligible for LSC funding.

108 To qualify for LSC funding, the majority of a pupil's programme must be in the sixth form. For pupils in Year 11 or below this means that the majority of the pupil's programme must be made up of Level 3 or above qualifications.

109 This supports the 14–19 Education and Skills White Paper, which encourages pre-16 learners to take advantage of the greater flexibility that allows them to "fast track" on to Level 3 programmes.

Pupil numbers

110 The number of pupils entered on the SPC relates to those on the school roll as at 21 September 2006 – not predicted pupil numbers. The LSC includes all eligible full-time pupils in the sixth form in September in its retention calculations; these cover pupils in Years 12, 13 and 14.

Entitlement

111 All pupils receive funding for their "entitlement", which covers key skills, tutorials and other enrichment activities. The latter include personal, social and health education (PSHE); sport; music; dance; drama (non-examinable); Young Enterprise; Duke of Edinburgh's Award; and some religious education and Christian worship.

112 The LSC does not provide extra funding beyond the entitlement for these activities and key skills "look-alike" qualifications. The most common qualifications studied in schools which are considered similar to key skills and their equivalents, and will not attract additional funding, are listed in Annex D.

113 The entitlement is assumed to make up about four to five hours per week for each pupil.

114 Schools receiving significant disadvantage funding should consider supporting their students by extending their entitlement with additional support, such as literacy, English as an additional language, ICT and other relevant activities.

f. LSC data assurance monitoring of schools, 2005/06

Common errors found on school visits

Pupil numbers

No registers retained for the census date or no copy of the SPC which had been submitted to the DfES.

Reliance placed by schools on verbal assurances or written assurances of pupils returning to the sixth form. Such pupils must **not** be counted on the SPC if they are not enrolled.

Pupils who have not attended school from the start of term must not be included in the SPC unless the school has given them authorised absence.

Pupils must be on the roll of only one school sixth form.

Schools in consortium arrangements must ensure that each pupil and their qualifications are counted only once.

Pupils included in the SPC who are over 16 but are not undertaking a sixth form programme of study cannot be included in the sixth form section.

Non-EEA pupils must not be included in the SPC where right of abode has not been confirmed.

Qualifications

Schools must use and maintain appropriate supporting documentation detailing the qualifications to be taken by each student at the census date.

Schools must not claim for more than five qualifications for an individual pupil.

The number of pupils taking qualifications is required, not the number of qualifications or subjects.

Schools should make sure that the correct programme weighting factors are used for A2/AS subjects – see lists in the SPC and Annex B.

GCSE and AS/A2 retakes must not be claimed when the pupil is only resitting the exam.

Additional funding for other qualifications must not be claimed when entitlement funding already covers them.

Schools should only enter students taking the General Studies qualification if they are actually going to take the exam.

AVCEs/GNVQs: The certification period for these qualifications has now finished and schools should not be offering these qualifications. Only resits are allowed in January 2007.

Qualifications

Consortium arrangements

115 The LSC strongly encourages collaboration between schools, colleges and work-based learning providers. It also encourages collaboration with independent schools, particularly for minority A-level subjects.

116 Consortia must ensure that pupils within the consortia are recorded on only one school's roll.

117 The school at which pupils are on the roll should record the qualifications studied by their pupils in any other institutions through collaborative arrangements.

118 Schools **MUST NOT** record on their SPC pupils who are studying qualifications at their school but who are on the roll of other schools.

Resits and retakes

119 Schools should record pupils retaking qualifications. This means pupils attending lessons in preparation for a retaken qualification should be recorded on the SPC.

120 Schools should **NOT** record pupils only resitting an examination. This applies to pupils who are not attending substantive lessons for the qualification.

Qualifications funding cap

121 Schools should record the total number of qualifications according to the following condition: for each sixth former, schools can record up to five qualifications (including General Studies and "other" learning aims), but should not include those covered by entitlement funding.

122 If a pupil is studying more than five qualifications, the school should ignore any more than five, but the school can include the five qualifications with the highest funding values.

123 The maximum average qualification funding cap will be applied by the LSC, if relevant, when it receives the school's data. Schools should not make any adjustments to the data returns to reflect this funding cap.

Programme weighting

124 This recognises that some subject areas are more costly to deliver than others.

125 For the more costly subjects, the LSC pays an extra percentage (or weighting) to the national base rate. There are three weightings that apply to school sixth form programmes:

- no additional weighting to the national base rate
- 12 per cent addition to the base rate
- 30 per cent addition to the base rate.

126 These rates (except for the International Baccalaureate) are for the whole qualification, however many years it is delivered over.

127 An up-to-date list of subjects, with their programme weightings, is included with the 2006 SPC and in Annex B.

Main qualifications

128 Main qualifications in school sixth forms are defined as those programmes currently funded through national funding rates: these include AS/A2, International Baccalaureate, GCSE and NVQ programmes.

129 All of these qualification rates have been increased by 3.4 per cent for 2006/07 and 3.7 per cent for 2007/08, as shown in Figure g.

Advanced levels in applied subjects

130 Advanced levels in applied subjects are the replacement qualifications for Advanced GNVQs/AVCEs and consist of AS (three units) and AS Double Award (six units), both studied over one year, and A-level (six units) and A-level (12 units), both studied over two years. Advanced GNVQs/AVCEs have been phased out from 2005/06 and there will have been no new pupils beginning an Advanced GNVQ/AVCE in 2006/07 – only pupils completing the second year of a two-year course.

g. The 2006/07 and 2007/08 national base rates for main qualifications

	2006/07 £	2007/08 £
Per pupil entitlement	807	837
AS/A/A2-levels	844	875
General Studies AS-level	422	438
New Maths AS-level	281	292
GCSE	613	636
GCSEs in vocational subjects	1,231	1,277
Introductory/First/National Awards, Certificates and Diplomas:		
• 3-unit awards	1,432	1,485
• 6-unit awards	2,861	2,968
• 12-unit awards	5,104	5,293
• 18-unit awards	6,336	6,570
International Baccalaureate:		
• Full qualification (per year)	3,798	3,939
• Individual IB higher	844	875
• Individual IB standard	422	438
NVQ:		
• Rate 1	3,042	3,155
• Rate 2	1,208	1,253
• Rate 3	805	835

The above amounts are for the whole programme regardless of the timescale for delivery. For example, a National Diploma that is normally delivered over two years will attract only half of £6,336 for each year it is delivered.

Introductory/First/National Awards, Certificates and Diplomas

131 Schools are reminded that Edexcel (previously known as BTEC) and OCR qualifications at Level 1 and Level 2 are replacing Foundation/Intermediate GNVQs and some Level 3 qualifications. Foundation and Intermediate GNVQs have been withdrawn in 2005/06 – only resits are allowed in January 2007.

NVQs

132 The LSC will be funding NVQs at three different levels of funding to mirror the different ways they can be delivered. These are linked to the guided learning hours (GLH) – also known as teacher contact time per pupil per year – and this varies depending on the particular NVQ. GLH covers classroom contact, support and assessment carried out by the school only. This guidance clarifies the guidance on NVQs in the SPC.

133 *Delivery model 1 – over 450 hours each year*
The school delivers all skills training (on the job), the background knowledge and understanding (off the job) and the support and assessment.

134 *Delivery model 2 – between 300 and 449 hours each year*
The school and work-based provider jointly deliver the NVQ. The school delivers knowledge and understanding (off the job) and the support and assessment.

135 *Delivery model 3 – between 0 and 299 hours each year*
The work-based provider delivers the whole NVQ and the school delivers only support and assessment.

136 The relative rates attributed to these delivery models cover all costs relating to the qualification and reflect the different levels of funding required to deliver an NVQ in different ways.

137 Where NVQs are delivered through a collaborative process, individual providers need to allocate the LSC funding provided between them as appropriate.

138 It is important that schools enter in the NVQ section only recognised full NVQs that are validated by the appropriate awarding bodies. Schools should not enter NVQ equivalents or units of NVQs, such as NVQ Language Units. These should be entered under "Other Qualifications".

Entitlement versus "additionality"

139 As stated earlier in paragraph 111, all schools receive funding for entitlement that covers key skills, PSHE, some religious education (RE) and other enrichment activities. Pupils should spend approximately five hours per week on these activities and any qualifications studied within this time will not gain further funding.

140 "Additionality" means that a pupil studies a qualification, which had previously been within entitlement, for a longer period of time than would be the norm if they were being studied as part of entitlement. The pupil therefore attracts additional funding.

141 Schools are reminded that additional funding is not available for qualifications which are subsidiary to other qualifications studied by the pupil, or for qualifications studied as part of the four to five hours per week of enrichment studies funded as part of the entitlement.

Disadvantage

142 Schools need to be aware that they receive disadvantage funding to support those pupils who require additional support. Schools will want to focus on delivering effective support mechanisms. Schools with significant disadvantage funding should consider offering additional support from this funding, such as literacy support, ICT skills, mentoring and so on.

Other qualifications

143 Area Wide Inspections and Strategic Area Reviews have pointed out the importance of a wide range of qualifications being available for young people post-16. Such curriculum pathways are significant in engaging and motivating young people to remain in learning and:

- increase the numbers of young people achieving Level 2 by age 19
- increase the proportion of young people achieving a Level 3 qualification by age 19
- reduce the numbers of young people who are not in education, employment or training (the NEET group).

144 The LSC can only fund qualifications in school sixth forms that are listed under Section 96 of the Learning and Skills Act 2000. This can be found at www.dfes.gov.uk/section96.

145 However, not all qualifications listed under Section 96 are eligible for LSC funding – the eligibility for LSC funding of Section 96 qualifications and the level of that funding will be decided by the LSC. We have identified:

- those “other qualifications” most commonly taught by schools. Annex C details these qualifications’ GLH – also known as teacher contact time – programme weighting and funding rates for 2006/07 and 2007/08
- those qualifications ineligible for funding as they are considered part of entitlement (Annex D)
- qualifications that are funded when they clearly add “additionality” to a pupil’s entitlement. Annex E shows details of the funding for these types of qualification based on GLH for 2006/07 and 2007/08.

146 The LSC will determine the eligibility and funding level for any qualification not included in Annex C or Annex D when it considers each school’s allocation. Such a qualification, provided it is not considered part of the school’s entitlement programme, will be considered for funding based on the number of GLH as outlined in Annex E.

Level 1 and Level 2 qualifications

147 Additionality has particular impact on pupils studying for Level 1 and Level 2 qualifications. These pupils often require additional support beyond the Key Skills element of entitlement if they are to reach their Level 2 qualification, and the LSC recognises this.

148 To help the LSC assess these programmes appropriately, it is essential that schools include the following information:

- the accreditation number for the qualification
- the full title of the qualification, including the level and the awarding body where appropriate
- the number of hours of GLH each year. GLH covers classroom contact, support and assessment carried out by the school
- the number of pupils studying the qualification.

149 Schools should contact their LSC Area Partnership Team for clarification if necessary.

Level 1 and Level 2 qualifications – grouped qualifications

150 If qualifications are combined to create a full-time programme for a number of pupils, the school should list the individual qualifications in the “Other Qualifications” section and indicate that they are part of a grouped full-time programme.

151 The LSC is keen to support these Level 1 or Level 2 “package” programmes as they widen participation.

152 If a school is unsure whether a qualification is eligible for funding, they should enter all relevant details in the “Other Qualifications” section and LSC National Office will make an assessment of eligibility and funding levels.

153 Schools, including those with a Special Educational Needs (SEN) unit, offering specific programmes for SEN pupils should list all components of these programmes in the manner described above to access the relevant funding.

SEN frameworks

154 The LSC supports qualifications that act as a framework for SEN pupils.

155 We fund ASDAN and other frameworks at appropriate levels of funding on the basis that the pupils involved are taking only that framework.

Higher-level programmes

156 The LSC will support qualifications, which enable pupils where appropriate to study at a higher level than Level 3. This is in line with the 14–19 White Paper.

157 Section 105 of the Education Act 2005 gives governing bodies of maintained schools in England (and Wales) the power to arrange the provision of higher education (HE) for pupils in the school.

158 Schools can now deliver HE as part of a full-time Level 3 programme for an individual pupil, and the LSC will fund that HE qualification, subject to the following conditions:

- the HE qualification must be a small part of the provision, typically instead of an AS-level, and the young person must have a full Level 3 programme including the HE provision. Schools must substitute higher-level and more stretching provision in place of courses and qualifications that school pupils might otherwise pursue
- the provision must involve an appropriate amount of teaching or appropriate distance learning – it would not be acceptable for HE provision to be undertaken purely as private study without any teacher input from the school
- where distance or online learning is involved, there must be no charge to the pupil for course materials, supporting books, access to IT and so on
- an HE course will not be funded as a sixth qualification for a pupil – as with all provision in school sixth form funding, the LSC will only fund a maximum of five qualifications per pupil.

159 One way in which this ability to offer HE qualifications might be used is by pupils doing an Open University (OU) module as part of the Young Applicants in Schools Scheme of the OU, but other courses at higher levels may be involved.

160 OU modules will be funded at the same rate as an AS/A2 qualification; a 60-point course will attract a full AS/A2 funding rate, while 30-point and 10-point courses will be funded at one-half and one-sixth of the AS/A2 funding rate respectively.

161 Other than in these circumstances, LSC will not fund HE in schools.

Qualifications recently accepted on Section 96 by the Qualifications and Curriculum Authority (QCA)

ASDAN Certificate of Personal Effectiveness (CoPE)

162 Following QCA approval of these qualifications, the LSC will fund the following programmes at the appropriate level:

- ASDAN Level 2 CoPE
- ASDAN Level 3 CoPE.

163 The LSC will only fund these qualifications for pupils studying to the same level in their main qualifications. So:

- a pupil studying for Level 3 qualifications will be funded to study the Level 3 CoPE
- a pupil studying for Level 3 qualifications – AS/A2s – will not be funded to study the Level 2 CoPE
- only a pupil working towards Level 2 will be funded to study the Level 2 CoPE.

Free-standing mathematics

164 Free-standing mathematics units at Levels 1, 2 and 3 will be funded in the 2007/08 allocation at the rates set out in Annex C. These qualifications are not the same as the AS additional mathematics qualification taken in November, which is funded at one-third of the full AS rate.

Institute of Financial Studies (IFS) Certificate and Diploma in Financial Studies

165 The LSC will be funding the

- IFS Certificate in Financial Studies
- IFS Diploma in Financial Studies.

166 Schools teaching these qualifications must enter the details in the "Other Qualifications" section on the 2006 SPC. See Annex C for further details on all these new qualifications.

Religious education (RE)

167 The LSC's funding policy aims to support students having full access to programmes of RE, including those related to a specific religion or denomination.

168 Some RE programmes are assumed to be funded under the per pupil "entitlement" (or enrichment) funding. In order for RE programmes to be eligible for specific qualification funding, as with all other qualifications, they must meet the "additionality" requirements. This means that the programmes must be additional to those that the school is already funded for, either through entitlement or any other specific qualifications such as GCSE or AS/A2-level qualifications.

169 Effectively, this has meant that RE programmes will attract LSC funding on top of entitlement if they are:

- RE qualifications accredited by QCA and approved by the Secretary of State under Section 96; or
- programmes approved by the National Accrediting Board of Studies (NABS).

170 If pupils in a school are studying a programme leading to a qualification such as Religious Studies (00230828), which is approved by the NABS but is not on Section 96, the school should record this qualification under "Other Qualifications" on the 2006 SPC.

171 As with all provision in school sixth form funding, these RE qualifications will not be funded as a sixth eligible qualification: the LSC will only fund a maximum of five qualifications per pupil.

172 The eligibility for funding of such courses is being reviewed for 2007/08. The LSC is in discussion with the denominational educational bodies to ensure that the LSC policy is sensitively and appropriately reflected in its funding arrangements for students in the school and further education sectors.

Section 96 – 18+ and 19+ qualifications

173 There are a number of Section 96 qualifications that are not available for 16–18 year olds, but can be taken by 18+ and 19+ students. These 18+ and 19+ Section 96 qualifications will not be funded in schools. No schools at present offer these qualifications.

h. Records to be retained to support the 2006 SPC for data assurance purposes

Schools must keep the following records to support the September 2006 return to the DfES for 2007/08 assurance purposes:

- a copy of the September 2006 return
- a copy of the sixth form prospectus for 2006/07
- a list of pupils by name in Years 12, 13 and 14 at the census date of 21 September 2006, together with their dates of birth, which must match the total number of pupils on the September 2006 return
- a list of qualifications each pupil in the sixth form is studying on 21 September 2006
- the list of qualifications summarised by programme weighting factor, which must match the total number of qualifications in the SPC
- any other working papers that the school has to support the entries on the 2006 SPC
- a list of pupils leaving and joining the sixth form in the period September 2006 to July 2007, together with their dates for joining and leaving the school. The PLAMS data collection will provide this data from November
- school registers (both form and teaching groups, if kept) or electronic registration systems such as Sims or Bromcom, or attendance records for 2006/07 for Years 12,13 and 14
- where applicable, details of any consortium arrangements involving the sixth form and the qualifications taught through the consortium arrangements.

Schools must retain these records until September 2008.

Schools must retain similar records for the 2005 SPC until September 2007.

A sixth form pupil is defined as a full-time pupil who is under 19 years of age at the beginning of his or her sixth form programme of study. Pupils under the age of 16 who are undertaking a full-time sixth form programme of study are eligible for LSC funding, but not those pupils who are 16 or over and taking or retaking their Year 11 programme.

Section 6: Assuring data – a school's responsibilities

174 The Chief Executive, as the LSC's accounting officer, is responsible to the DfES for ensuring that Departmental funds are applied to the purposes of funding learning. The National Audit Office (NAO), as the LSC's auditors, examines and reports upon how the LSC discharges its responsibilities towards its funding providers, including school sixth forms.

175 The LSC continues to satisfy the NAO that it is discharging its responsibility through a "light touch" data assurance system involving a limited sample of 300 schools each year.

176 Assurance arrangements for 2007/08 are expected to be similar in scope and intensity to the arrangements for the last two years. The LSC is likely to audit any schools that show significant variations from one year to the next in their qualification mix.

Maintaining supporting records

177 Schools are expected to retain records to support the SPC for data assurance purposes. The list of records expected to be kept are listed in *Records to be retained to support the September Pupil Count 2006 for data*.

178 Completing these records in September 2006 will enable a school to have all the relevant data required for the 2006 PLAMS collection in November 2006, which will collect the qualifications started for each pupil in September 2006 – see paragraphs 180–210 for further details.

179 The effects on a school of inaccurately recording data and failing to keep supporting records have been explained in paragraphs 100–104.

Section 7: Collecting data – the Post-16 Learning Aims Management System for 2006/07 (PLAMS 06/07)

180 In 2006/07, post-16 data collections will occur in:

- November 2006 (with a deadline for submissions in December)
- June 2007 (with a deadline for submissions in July).

This is described as the *Post-16 Learning Aims Management System for 2006/07 (PLAMS 06/07)*.

181 From 2007/08 onwards post-16 data collections will occur as part of the normal School Census in:

- September 2007
- May 2008.

182 Both of these collections will collect individual pupil learning aims – the qualifications each pupil is studying at any point during the year.

183 These data are required because:

- the New Measures of Success programme includes a commitment to produce success rates that enable a fairer and more accurate comparison of the effectiveness of different providers across the post-16 sector
- schools need to be able to monitor the performance of different groups of learners
- there is a public commitment (in the further education White Paper published in March 2005) to introduce fair funding between post-16 sectors for the 2008/09 academic year.

184 To achieve fair funding, retention and achievement data are not only required for the 2007/08 academic year but also for the 2006/07 academic year, so that these calculations can be used from 2008/09 onwards.

185 Software manufacturers will provide an integrated system for the September 2007 census but could not guarantee having such a system in place in 2006/07 – hence the need for the PLAMS 06/07. Software suppliers are enhancing their core software by utilising the wealth of data that would become available through the Qualification Accreditation Number (QAN) table, especially establishing logical links between curriculum, timetabling and examinations modules.

Success rates and achievement rates

186 The agreed primary success measure within the post-16 sector is "qualification success rate", which identifies the number of qualifications achieved as a proportion of those started. This approach is based on the number of learning aims being studied, and the results achieved. It is already in use in the further education and work-based learning (WBL) sectors.

187 At present, schools use achievement rates which are based on the achievement of only those students entered in February or March for qualification assessments. Pupils who start courses but are not entered for the examination are not included in these achievement rates. This makes achievement rates a less reliable performance indicator; achievement rates do not capture the full performance of all the pupils.

188 The outcomes for these students, not currently recorded by schools, need to be included in success rates, producing a more consistent indicator of both retention and achievement across the post-16 sector.

189 In simple terms: retention x achievement = success rate.

Value added and the Learner Achievement Tracker

190 Schools will be able to use success rates alongside the Learner Achievement Tracker (LAT). The LAT, already introduced by the LSC, is a web-based application which enables schools to use value added (VA) for 16–19 learners' reports for the purposes of reflection and improvement. It is accessible from the **Provider Gateway**.

191 VA shows the progress of individual learners based on their prior attainment, and compares the results with the national average. The data come directly from awarding bodies, so there are no new data collection requirements.

192 Distance travelled (DT) is a similar measure, covering a different set of qualifications. It covers GCSEs taken in sixth forms, but DT reports on other qualifications that are not currently available for schools, as the calculation needs the qualification success rate measure. Once we have access to qualification success rate data, we will explore the possibility of extending DT to schools. More information about the LAT, VA and DT is available at www.lsc.gov.uk/nms.

Benefits

193 The benefits of using the qualification success rate measure are:

- improved parental and student choice as parents and students will have consistent information across providers to inform their choices for post-16 education and training
- improved quality and management in school sixth forms. Schools will be able to analyse the performance of their students more rigorously for the benefit of learners, thereby aiding institutional self-improvement
- headteachers and senior staff will be able to manage the curriculum more effectively and benchmark themselves against other schools and post-16 providers
- School Improvement Partners (SIPs) will have detailed 16–19 data to assess and measure a school's performance. Ofsted will be able to make consistent and rigorous judgements on the effectiveness of school sixth forms
- more effective and efficient planning with this comparable data will enable the LSC, LAs and other interested parties to deliver more effective and efficient planning within the post-16 sector
- funding to follow the learner more closely. From 2008/09, for the first time the data on learners in school sixth forms and in colleges will be consistent and will give an equal basis for funding to follow learners' individual programmes, whether they are studying at school or college. As mentioned above, this would enable individual factors such as learners' retention and achievement to be funded more accurately and equally across the post-16 sector.

Recording the data

194 For the PLAMS, schools will need to record:

- each pupil and that pupil's details
- the qualifications studied by each pupil, including the QAN. A QAN is a unique identifier assigned to each qualification by the regulatory authority once it has been accredited.

Annex G contains further details on the data required.

195 The DfES will pre-populate the school's:

- pupil details
- individual QAN list.

196 The school QAN list will contain only the qualifications that the individual school is providing in the relevant academic year. When allocating QANs to a student, it is the school QAN list that will be used. Analysis of the qualifications provided by schools indicate that an average school sixth form will have about 50 QANs in their school QAN list; no school has more than 200.

197 Schools should record all qualifications for which they expect to receive funding.

198 The data collected will provide a full history for an academic year, not just snapshot data on a particular date. This will allow the pupil record to be identified at any chosen time of the year.

199 During the year, schools should indicate:

- a "transfer" – when a student ceases studying for one qualification in order to start on a new, often related, qualification
- a "withdrawal" – when a student ceases a qualification without any consequent new/replacement qualification being started.

200 The difference is especially important for funding and performance purposes as a transfer is not taken into account when calculating qualification success and retention rates but a withdrawal is. When calculating success and retention rates, a transfer is treated as if the student were continuing to study for the original qualification. A withdrawal is treated as if the pupil has stopped studying for that qualification.

201 Schools should indicate those students who have withdrawn from any qualifications before 1 November, otherwise these pupils will be included in the retention/success rate calculations.

202 Good practice encourages schools to modify the database as pupils modify their qualifications during the year, thereby saving the school work when the data are required by the DfES.

Workload

203 The PLAMS collection will involve a limited amount of additional work for schools in 2006/07. However, over time, not only will there be data helpful for school self-evaluation but there will also be a reduction in workload resulting from the:

- cessation of the SPC in 2007
- cessation of the existing post-16 module in the School Census in January 2007
- integration of learning aim data (most especially the QAN) into other school Management Information Systems
- accurate records maintained for LSC data assurance.

204 The SPC requires secondary schools with post-16 students to provide aggregate information regarding the types of course being studied. In total, at least 60 aggregate data items are required from each school and often more. Each of the data items requires detailed analysis of individual student base data and a significant number of manual calculations to be carried out. This exercise is a significant burden on school staff.

205 Collection of the new student-level items will provide the data contained in the "Aggregated qualification for school sixth forms" section of the SPC. This will result in the SPC being discontinued after 2006.

206 Schools will automatically retain accurate records for data assurance purposes. Annual auditing of the aggregate SPC data indicates that a significant proportion of the data provided by schools contain errors. Experience has shown that the collection of base data, as opposed to derived (aggregate) data, leads to an increase in data quality.

Support for schools

207 The LSC will provide workshops for staff from every school in October 2006. The LSC assumes that a practitioner from each school – the person who enters the data for PLAMS – will need to attend an LSC workshop to fully acquaint themselves with the process.

208 Extensive guidance will be provided on the post-16 website. The site will also contain access to technical specifications when available.

209 LSC Regional Help Desk services will be available from October for schools as the first level of support. Help Desk services will also be provided by the DfES.

210 Further details are available at www.teachernet.gov.uk/post16data

Section 8: The Real Terms Guarantee

211 Ministers introduced the RTG as part of the transition to LSC funding of school sixth forms in April 2002. To make sure that schools did not lose any funding during the transition from local education authority (LEA) to LSC funding in 2002, the Government gave schools a guarantee that their sixth form funding would not reduce in real terms provided they maintained their sixth form pupil numbers. This is the RTG.

Calculation of the RTG baseline

212 Based on each LEA's section 52 data for 2000–01, the DfES calculated a baseline RTG funding level for each school sixth form according to the amount of funding the school was allocated for its sixth form pupils in 2000–01.

213 Each year, the baseline RTG funding level for each school sixth form is uplifted for inflation in line with the MFG – for instance, by 3.4 per cent for 2006/07 over the 2005/06 level and by a further 3.7 per cent in 2007/08.

Phasing out of the RTG

214 Ministers have agreed that the RTG has served its purpose, and that it is now the right time to withdraw it without destabilising those schools still benefiting from the RTG. Consequently, the LSC will begin a phased removal of the RTG from 2006/07, with no RTG in place from 2008/09.

215 From 2006/07, no school on the LSC formula will be allowed to move into the RTG – their funding will simply reflect the data involved in the LSC formula. In previous years, schools were given either their LSC formula or RTG allocation depending on which was the higher. This will no longer be the case.

216 In 2006/07, the RTG calculation has been made for all school sixth forms. Where the RTG is higher than the LSC formula, the difference between the school's RTG and the LSC formula calculations will be reduced by one-third to give the final RTG figure.

217 In 2007/08, the RTG calculation will only be made for those schools which were funded on the RTG in 2006/07. The difference between the RTG calculation and the formula funding calculation will be reduced by two-thirds in 2007/08.

218 No RTG calculations will be made for 2008/09.

219 However, from 2006/07, all school sixth forms, including those that stand to lose funds by the removal of the RTG, will have their average per pupil funding protected in cash terms through the MFF, which is described in paragraphs 51–58 of this document.

220 In 2006/07, 271 out of 1,780 schools are on the RTG – 213 of these are protected by the MFF.

Section 9: Changing the infrastructure – opening, merging and closing school sixth forms

221 The LSC has a strategic role in planning and improving 14–19 provision. Working with LAs on area inspections and their subsequent action plans and Strategic Area Reviews (StARs), we are reforming and widening the curriculum offer for young people.

222 The LSC has adjusted its capital and revenue arrangements for new school sixth forms to better support these developments. This revised policy will:

- more accurately reflect the partnership and collaboration arrangements being established for the 14–19 agenda
- be in line with expected future LSC and school funding and planning developments
- offer value for money.

223 The revised policy will be based on a planning agreement covering pupil numbers and qualifications together with disadvantage and area costs between the school, LA and LSC area partnership for the first two years of a new school sixth form.

224 A new school sixth form is defined as any new arrangement involving:

- establishing a new school sixth form
- sixth form satellite centres
- closing small sixth forms and replacing them with a larger sixth form
- forming two or more separate new sixth forms from an existing one
- schools with increasing sixth form numbers as a result of capital development through Building Schools for the Future (BSF), Private Finance Initiative (PFI) or other schemes
- any other significantly "new" or expanded sixth form arrangement as a result of closing or merging sixth forms.

225 The LSC does not give specific start-up costs for a new sixth form. However, as the LSC's funding year starts in August, while new staff (the main cost for schools) are appointed from September, schools effectively receive one-twelfth of their funding as start-up costs.

226 Capital developments in school sixth forms remain the responsibility of the LA, or through a BSF or PFI project. As part of the 14–19 Implementation Plan, the LSC is managing a new 16–19 capital fund open to schools and further education colleges. The priorities for this fund include:

- meeting the capital costs of new school sixth forms, including those established under the school sixth form "presumption" policy
- contributing to the capital costs of expanding sixth form provision in colleges, in line with the further education "presumption" policy
- relevant 16–19 capital projects for expansion in support of a local 14–19 plan.

Disadvantage factor

227 Where two or more schools have merged their sixth forms, the disadvantage factor will be calculated by an overall FSM percentage. This will add all those on FSM in the schools concerned and calculate them as a percentage of the total schools' population.

Existing sixth forms – "demergers"

228 Some new arrangements result in a new sixth form being created by a school that previously had a joint sixth form with another school.

229 This may result in the existing sixth form having fewer pupils and increase the likelihood of double funding of pupils by the LSC in 2007/08.

230 These demerged school sixth forms will be subject to the same process as for new schools.

231 A planned discussion at the local level about the likely effect on the pupil numbers of the existing sixth form will take place well in advance to avoid these pupils being double funded.

232 Funding will then reflect this planned agreement, thereby removing any double funding of pupils between the two schools.

233 Schools demerged in 2006/07 will be considered to be in year 2 of such an arrangement in 2007/08 and be subject to this arrangement in 2007/08.

Year 1

234 Prior to the first year of operation, the school, 14–19 Partnership and the LSC will agree planned

numbers, qualifications funded and the funding to match. Qualification funding will match the qualifications offered so that a new school offering vocational qualifications or the International Baccalaureate will have this reflected in its funding.

235 The LSC will expect evidence for, and validation of, those estimates; for example, details of where the pupils are expected to come from and/or why the current pattern of what their pupils do post 16 is expected to change. This should result in a more realistic budget being established.

236 The school and LSC area partnership team/ regional office should establish an agreed baseline level of funding to which the school will be entitled, based on a realistic projection of potential pupils.

237 The LSC and school will agree that if more pupils are recruited above the baseline figure then the school will be funded for each additional 20 pupils at the average per pupil amount. This funding will reach the school in the following January.

Year 2

238 In the light of year 1, the same process will be followed for year 2.

Process – timescales

239 The LSC will need to know of any new arrangements that are likely to fall within the new definitions established.

240 This is particularly important for existing school sixth forms who are likely to have their sixth form numbers reduced. Unless these schools are involved at an early stage, they may not be able to plan properly for the resulting budget reduction.

School sixth forms closed in July 2006

241 School sixth forms that are closing in July 2006 will receive a one-month allocation to cover August 2006 based on one-twelfth of their allocation.

School sixth forms closing in July 2007

242 School sixth forms that are due to close in July 2007 will be subject to the same planned allocation arrangements outlined above for new schools.

243 These schools will receive a one-month allocation for August 2007 based on one-twelfth of their 2006/07 allocation.

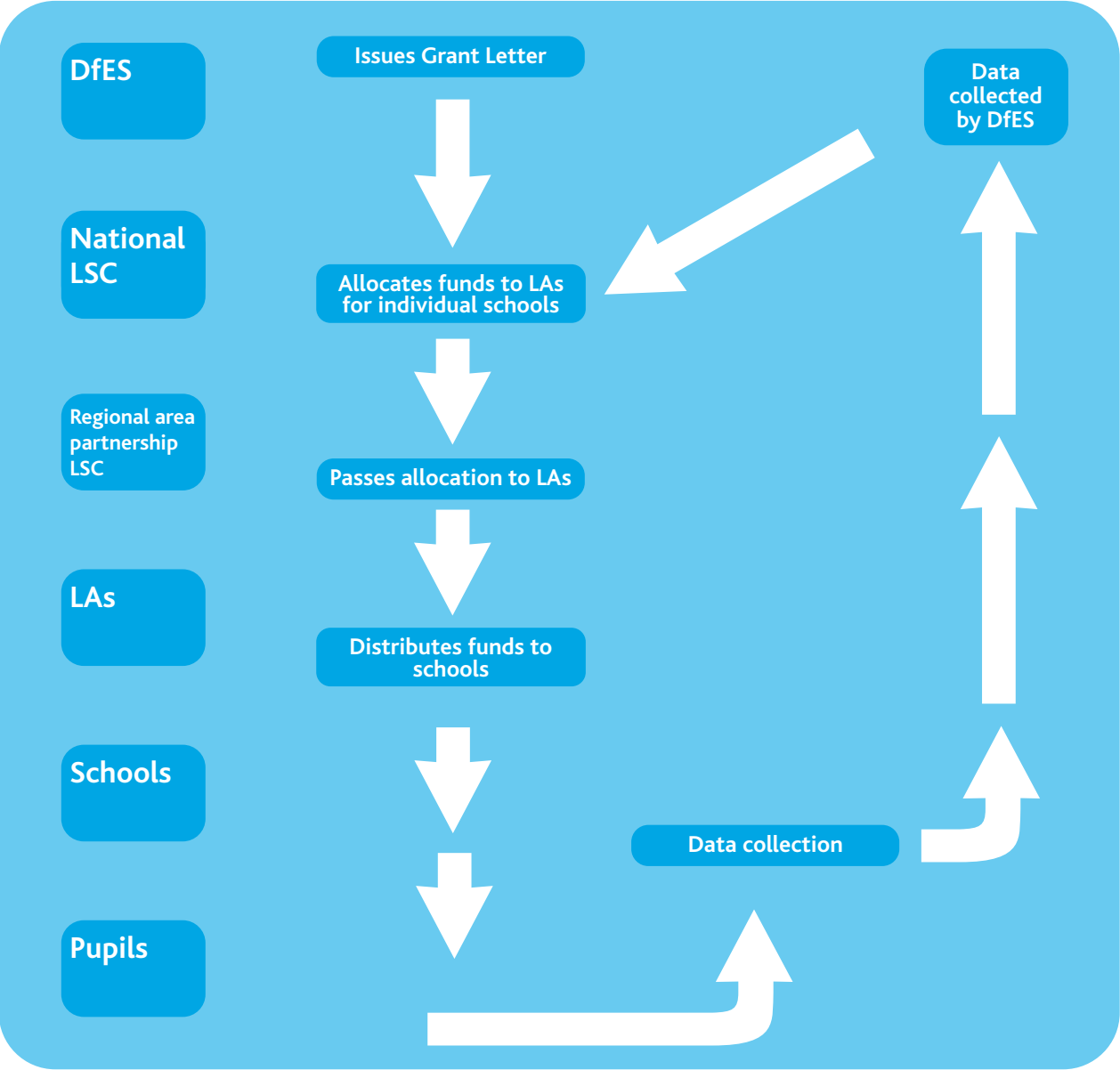
i. Timescale for agreeing new and closing sixth form allocations

September 2006	Schools and LAs ensure the LSC is aware of any new/demerging or closing school sixth forms in years 1 and 2 in their area.
October/ November 2006	The LSC negotiates with a school on baseline funding level.
November 2006	The LSC determines the level of baseline funding agreed.

Section 10: LSC payment of grant through LAs

244 While the LSC allocates funding to school sixth forms, it pays it as a grant to LAs. LAs then include these sixth form funds within the school budget shares.

j. School sixth form funding process



Grant payment process

245 In 2006/07, the LSC will pay a total grant to LAs using a funding year payment profile of 12 equal monthly payments.

246 However, each LA has the right to pass on LSC funding to schools in the way it feels appropriate within the Financing of Maintained Schools Regulations. These conditions are designed to make sure LAs use LSC resources appropriately.

247 The LSC provides allocations for schools for the funding year, August to July, as it does for all post-16 provision in all educational sectors. LAs and schools set budgets for the financial year from April to March.

LSC funding year 2006/07

248 To help align these two funding years, Diagram k highlights the effects of the LSC's allocation profile over two financial years. The LSC is equally aware that, since the introduction of Local Management of Schools, schools have needed to calculate the cost of potential savings and costs from September to March – 7/12 of the financial year – when setting budgets in March for the following financial year.

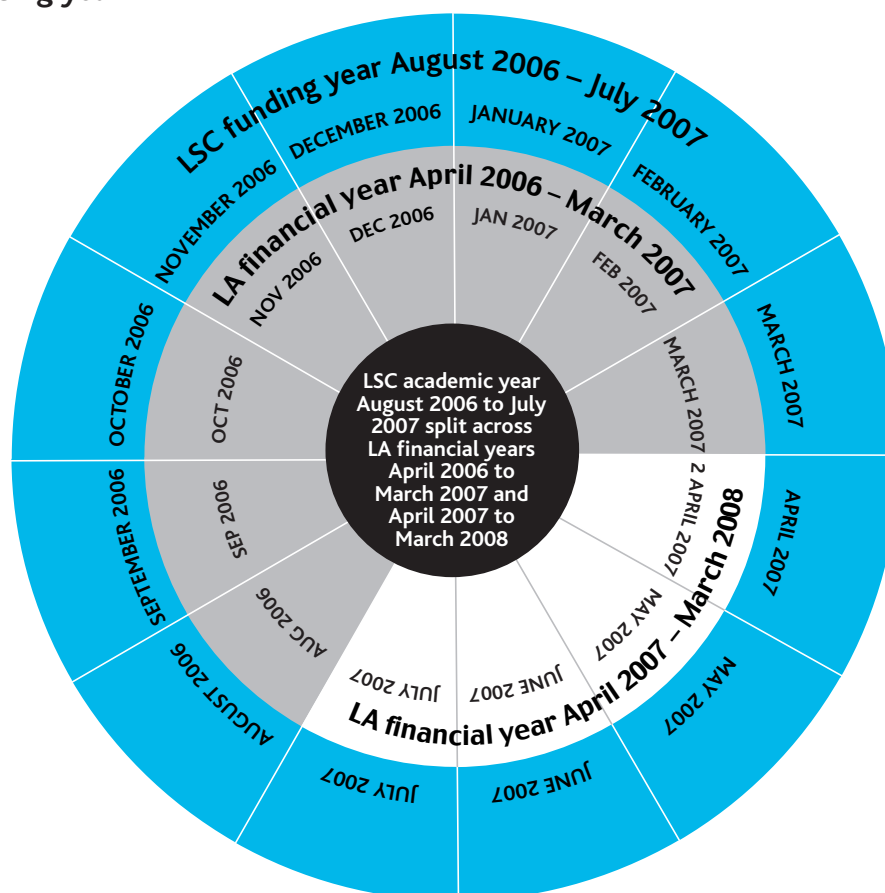
Teachers' Pay Grant

249 A consequence of the new school funding arrangements is the consolidation of some Standards Fund money into mainstream school funding. One element of this is the Teachers' Pay Grant (TPG).

250 This funding has been transferred to the LSC to distribute in respect of school sixth forms.

251 For both 2006–07 and 2007–08, the LSC will pass on to the relevant LA the sixth form element of that grant for distribution according to the LA's own criteria. The only stipulation the LSC will make is that the distribution is transparent and separately identified. Further details are at Annex F.

k. LSC funding year



PART C: Supporting learners

Section 11: *Through Inclusion to Excellence* – post-16 special educational needs

252 The direct statutory responsibilities over placement and funding decisions for individual post-16 learners with SEN rest with LAs and schools, working with other agencies.

253 The LSC supports these responsibilities through its funding arrangements.

254 The LSC commissioned an independent, strategic review of the LSC's planning and funding of provision for learners with learning difficulties and/or disabilities across the post-16 learning and skills sector. The review was chaired by Peter Little OBE. Its report, called *Through Inclusion to Excellence*, was published in November 2005, and is available on the LSC website at www.lsc.gov.uk

255 In summary, the review recommended that:

The LSC should develop a national strategy for the regional/local delivery through collaboration with partners of provision for learners with learning difficulties and/or disabilities across the post-16 learning and skills sector that is high quality, learner-centred and cost-effective.

256 It recommended that the LSC should utilise its new regional structure to work in partnership to develop regional planning arrangements.

257 The review also recommended that the LSC should develop a **common funding approach** for learners with learning difficulties and/or disabilities **across the whole of the post-16 learning and skills sector**. It recommended that development should take place in line with the LSC's development of common funding arrangements through its agenda for change programme.

258 The LSC accepted the review's recommendations, and is taking forward the review's planning recommendations through its new regional teams.

259 The LSC had originally intended to consult separately on funding SEN in the winter of 2005/06, as noted in Peter Little's report. Given the agreement by the LSC not to change its funding arrangements for 2006/07 and 2007/08 in order better to align with and support new school funding arrangements introduced by the DfES from April 2006, the LSC has instead

decided to include its SEN funding within overarching consultation on all its proposed arrangements for post-16 funding from 2008/09 under the agenda for change programme. Children's Trusts/LAs, mainstream and special schools will, of course, be fully engaged in that consultation in due course.

Funding post-16 statements of SEN in 2006/07 and 2007/08

260 The LSC's sixth form funding arrangements do not affect LAs' statutory duties and responsibilities, under the Education Act 1996, to young people aged 16 to 19 with SEN who are enrolled at school. LAs continue to receive and distribute all the relevant funding and retain responsibilities for the assessing, statementing and reviewing processes, including arranging special educational provision for pupils with statements.

261 The funding comes to the LA via the LSC rather than through the LA's settlement under the local government finance system.

262 Each LA's SEN allocation has been calculated by the DfES on the basis of the authority's actual 2000–01 post-16 spending, uprated for inflation and adjusted for changes in the number of 16 to 18-year-olds in the LA area. It covers expenditure on pupils with statements at:

- maintained schools
- maintained special schools
- independent special schools
- non-maintained special schools.

263 For 2006/07 and 2007/08, as for previous years, the DfES has agreed that the LSC's funding responsibility for post-16 statements would be fulfilled by passing to the LA a block sum of money which the DfES determines related to the authority's actual spend on post-16 statements of SEN in 2000–01.

264 This means that, for 2006/07 and 2007/08, an LA has a similar level of funding for post-16 statements as it would if the funding were provided through the LA settlement alone.

Individual cases

265 As the LSC is forwarding in full the funding to the LA as determined by the DfES, the LSC's allocation plus the authority's settlement means that the LA receives the same level of funding for post-16 SEN, as well as retaining its statutory responsibilities.

266 The LSC has not been given any extra SEN funding to provide additional resources. As in previous years, the LAs will continue to be responsible for meeting the cost of new in-year statements. LAs should not therefore expect additional resources from the LSC to cover individual cases.

Funding beyond a pupil's 19th birthday

267 The SEN Code of Practice – paragraph 9.61 – refers to the LSC making it a condition of funding that the LA continues to maintain the statement for a pupil who stays on in school after compulsory school age, until the end of the academic year in which the pupil's 19th birthday falls.

268 This is a formal condition of grant.

LA flexibility over post-16 SEN funding

269 Post-16 SEN funding provided to the LA by the LSC has not been ring-fenced for 2006/07 and 2008/09. Any funding remaining after supporting post-16 statements should be used to support SEN generally – statemented or non-statemented, pre- or post-16. LAs must, of course, ensure that they fulfil all their duties to post-16 learners with statements.

Schools with SEN units

270 Schools with SEN units should ensure that they record all qualifications being studied by their students on the SPC in order to access all the funding to which they are entitled.

Pupils without statements of SEN

271 The level of the LSC's funding rates for school sixth forms is designed to support schools' responsibilities to ensure that they make appropriate provision for pupils with SEN but without a statement – those whose special needs are "School Action" or "School Action Plus".

272 The LSC formula also includes a disadvantage factor, totalling £27 million which is calculated from the percentage of the school's students on free school meals. A similar calculation is used by many LAs to distribute additional needs funding to support School Action Plus students.

273 Future consultation on funding SEN will include funding both for statemented and for non-statemented provision from 2008/09.

Special schools

274 A consequence of the LSC not having discretion over the funding for post-16 pupils with statements of SEN, or over the placement of such pupils, is that the funding of maintained special schools remains the responsibility of the LA for 2006/07 and 2007/08. The LA's own funding formula – usually on a place-led rather than pupil-led basis – is unaffected by the LSC's role.

275 For the same reasons, it also remains the LA's responsibility to pay the fees of 16–19 pupils at non-maintained and independent special schools.

276 The LSC will wish, of course, to involve special schools in the maintained, non-maintained and independent sectors over local planning issues where appropriate.

The SEN Code of Practice

277 Under Section 13 of the Learning and Skills Act 2000, the LSC has to have regard to the needs of persons with learning difficulties, including when carrying out its funding duties under Section 5 (1), sub-sections (a) to (d), and to any assessments under Section 140 (Assessments relating to learning difficulties).

278 In addition, guidance from the DfES advises the LSC to work closely with the Connexions Service with regard to young people with learning difficulties and disabilities. The Connexions Service, under the SEN Code, is responsible for overseeing the implementation of the transition plan for young people with statements.

279 Local area partnerships would be expected to assist Connexions staff, and LAs more generally, in supporting the education of young people with SEN. These arrangements are not affected by the LSC's funding role.

Section 12: Learner support

280 The LSC gives financial support for particular groups of sixth form pupils.

Education Maintenance Allowance

281 The Education Maintenance Allowance (EMA) is a weekly payment of up to £30, paid directly to young people aged 16–19 who stay on in learning after they reach statutory leaving age. Its aim is to broaden participation and improve the retention and attainment of young people in this age group in post-compulsory education.

282 Learners following the post-16 route in schools, colleges and other approved institutions may receive bonuses if they remain on their programme and make good progress. Eligible young people may get EMA support for up to three years.

283 From 10 April 2006, EMA has been extended to LSC-funded Entry to Employment (E2E) and Programme Led Pathways (PLP).

284 There are two helplines to provide support to providers, young people and parents or carers. These are:

- Provider helpline: 0800 0562811
- Parent and young person helpline: 0808 10 16219.

285 Further information and guidance on EMA is also available at www.direct.gov.uk/ema

Childcare

286 Care to Learn is a scheme that supports the cost of childcare to enable young parents to return to, or continue in, learning.

Eligibility criteria

- The young parent must be aged under 20 on the day their learning starts.
- The young parent must use Ofsted-registered childcare.
- Any form of publicly funded learning can be undertaken, including short courses and taster courses; it does not have to be accredited learning.
- The young parent must reside in England.

Payments

- From 1 August 2006, actual costs of childcare are paid up to a weekly maximum of £155 per child (£170 in London).
- Travel costs to and from the childcare provider can also be claimed within the weekly maximum.

287 Further information can be found on the website www.dfes.gov.uk/caretolearn or the helpline number 0845 600 2809 or your local Connexions adviser.

Medically ill pupils

288 The LSC supports medically ill pupils. These pupils are keen to study but have a debilitating and long-term illness such as Myalgic encephalitis (ME). During such an illness, the pupil is capable of part-time or full-time study but requires additional support to undertake their studies – often they cannot leave home. Many of these pupils expect eventually to make a full recovery and continue in full-time education.

Eligibility

289 Post-16 medically ill pupils are defined as pupils who are at home without access to education for more than 15 working days. Those pupils who have an illness or diagnosis that indicates prolonged absence from school, whether at home or in hospital, need to have access to education, as far as possible, from day one.

290 DfES guidance states that LAs rather than the LSC must support post-16 pupils who have had a disrupted year's education pre-16 and as a result have not completed their compulsory education.

291 All other medically ill pupils aged 16–18 will be supported by the LSC as detailed in Figure I.

Accessing funding for medically ill pupils

292 Schools need to complete the process outlined in Figure I with the family and Connexions.

293 The LA will then pay for the relevant provision from its Learner Support Fund (LSF) allocation.

294 The local LSC will look to add additional funding to an LA where the LA has exceeded its LSF budget, provided that the LSC has unallocated or surplus funds in the LSF. This may not necessarily be the case and the LSC may not be able to give additional funding in some years.

I. Accessing funding for medically ill pupils

Accessing LSC basic qualification rates

A school is entitled to claim the basic qualification rate for the courses that the pupil studies. This includes funding for the courses studied, entitlement funding, and any disadvantage and area costs funding the school is entitled to.

To access such funding, the school needs to enter the pupil on its SPC form as it does for other pupils.

Accessing specific support for medically ill pupils

To access specific funding to meet the needs of a medically ill pupil, the following steps must be taken.

- A learner's plan needs to be drawn up by Connexions. This needs to include:
 - a. medical certification and support for a specific education programme
 - b. an assessment led by Connexions involving the school, any other relevant professionals, and family in identifying the support needed for the individual to complete his or her studies; and
 - c. an assessment of the costs involved.
- There needs to be an annual review to ensure that provision is effective, relevant and necessary.
- The type of provision provided would depend on individual need, but could include home tuition, distance learning, specialist equipment and transport costs.
- The amount of funding an individual could receive would need to be capped, and the type and nature of illnesses involved would have to be identified.

The LA will then pay for the relevant provision from its LSF allocation.

Medically ill pupils not attached to a school or college

295 The LSC works with two organisations, Nisai Virtual Academy and the Satellite School, to support medically ill pupils who are not on the roll of a school or further education college.

298 LAs administer this fund for school sixth forms, and priority is usually given to students in receipt of benefits or who have a low family income. The student support section within the LA will be able to provide more information and application forms for this fund.

Exceptional individual support

296 LSF is available in colleges or school sixth forms to help towards the costs that a student may incur in following his or her course of study. This is a discretionary fund administered by post-16 providers who set their own eligibility criteria based on national guidance.

297 All post-16 pupils who find finance a barrier to learning are eligible to apply. LSF can be used to help pay for transport, books, equipment and other expenditure associated with participating in further education.

Annex A

Area costs

Area costs reflect the significant additional costs of teaching post-16 education in London and areas in the South East. The LSC uplifts the funding for school sixth forms according to their geographic position.

On advice from the independent National Rates Advisory Group, the LSC is maintaining its area cost uplifts for 2006/07.

The area uplifts are outlined below.

London A – 1.2 per cent

Camden	Lambeth	Kensington and Chelsea	Newham	Southwark	Westminster
Islington	Lewisham	Hammersmith and Fulham	Haringey	Tower Hamlets	Wandsworth
		Greenwich	Hackney		

London B – 1.12 per cent

Barking and Dagenham	Bromley	Harrow	Redbridge
Barnet	Croydon	Havering	Richmond
Bexley	Ealing	Kingston	Sutton
Brent	Enfield	Merton	Waltham Forest

South East

	Weighting 2006/07		Weighting 2006/07
Bedfordshire and Herts Non-Fringe	1.03%	Herts and Bucks Fringe	1.10%
Berks, Surrey and W. Sussex Fringe	1.12%	Kent and Essex Fringe	1.06%
Berks Non-Fringe	1.12%	Oxfordshire	1.07%
Bucks Non-Fringe	1.07%	West Sussex Non-Fringe	1.01%
Hampshire including Isle of Wight	1.02%		

Bedfordshire and Hertfordshire Non-Fringe Full effect 1.03 per cent

Bedfordshire County Council	Luton	North Hertfordshire	Stevenage
Bedford	Mid Bedfordshire	South Bedfordshire	

Berkshire, Surrey and West Sussex Fringe Full effect 1.12 per cent

Surrey County Council	Elmbridge	Runnymede	Tandridge
Surrey Police Authority	Epsom and Ewell	Slough	Waverley
Bracknell Forest	Guildford	Spelthorne	Windsor and Maidenhead
Crawley	Mole Valley	Surrey Heath	Woking
	Reigate and Banstead		

Berkshire Non-Fringe Full effect 1.12 per cent

Reading	West Berkshire	Wokingham
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Buckinghamshire Non-Fringe Full effect 1.07 per cent

Aylesbury Vale	Milton Keynes	Wycombe
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Hampshire Full effect 1.02 per cent

Hampshire County Council	Hart	Eastleigh	Gosport
Hampshire Police Authority	Havant	Fareham	Southampton
Hampshire Combined Fire Authority	New Forest	Rushmoor	Test Valley
Basingstoke and Deane	East Hampshire	Portsmouth	Winchester
	Isle of Wight		

Hertfordshire and Buckinghamshire Fringe Full effect 1.10 per cent

Broxbourne	East Hertfordshire	Watford	South Bucks
Chiltern	Hertsmere	Welwyn	St Albans
		Hatfield	
Dacorum			Three Rivers

Kent and Essex Fringe Full effect 1.06 per cent

Basildon	Dartford	Harlow	Sevenoaks
Brentwood	Epping Forest		Thurrock

Oxfordshire Full effect 1.07 per cent

Oxfordshire County Council	Oxford	Vale of White Horse	West Oxfordshire
Cherwell	South Oxfordshire		

West Sussex Non-Fringe Full effect 1.01 per cent

Adur	Arun		
Chichester	Horsham		
Mid Sussex	Worthing		

Annex B

Programme weightings for main qualifications

All AS/A2-levels, GCSEs and short-course GCSEs have programme weighting A (1.00) except for the subjects below, which have a programme weighting B (1.12).

Subjects weighted B

Agricultural science	Applied physics	Archaeology
Art and design	Astronomy	Biology
Botany	Building studies	Catering
Chemistry	Communications studies	Computer science
Craft and design	Design and technology	Dance
Drama	Earth science	Electronics
Engineering technology	Environmental science	Engineering
Fashion and textiles	Film studies	Geography
Geology	Graphical communication	Home economics
Human biology	Information studies	Information technology
Land surveying	Marine navigation	Media studies
Meteorology	Motor vehicle	Music
Performing arts	Photography	Physics
Psychology	Social biology	Textiles
Theatre studies	Zoology	Science

All vocational programmes are weighted A (1.00) except those subjects listed below, which are weighted B (1.12) or C (1.30).

Subjects weighted B

Childcare/Early years
Health and social care
Information and communication technology
Information technology
Media: communication and production
Music
Performing arts and entertainment industries
Science
Sports studies

Subjects weighted C

Art and design
Built environment
Construction
Engineering
Fashion textiles
Hairdressing
Horticulture
Hospitality and catering
Land and environment
Manufacturing
Photography
Therapeutic personal care
Vehicle maintenance

Annex C

NVQs and other vocationally related qualifications

The 2006/07 and 2007/08 funding rates quoted are based on the QCA guided learning hours (GLH) – also known as teacher contact time – for each qualification.

The actual funding for schools in 2007/08 will be based on the GLH included in the September Pupil Count 2006 form and may therefore vary from the rates in the last column. GLH covers classroom contact, support and assessment carried out by the school.

Vocationally weighted qualifications

Accreditation number	Qualification title	Accrediting body	GLH	PWF	2006/07 funding rate (£)	2007/08 funding rate (£)
10034006	Award in Basic Expedition Leadership	BST	90	B	699.48	725.90
10011729	Award in Coaching Studies	FIRST	80	B	456.28	472.71
10033993	Award in Community Sports Leadership	BST	30	B	265.20	275.26
10034018	Award in Higher Sports Leadership	BST	90	B	699.48	725.90
10033981	Award in Sports Leadership	BST	30	B	265.20	275.26
10030864	Certificate for IT Practitioners (ICT Systems Support)	OCR	240	C	1,641.27	1,702.65
10030876	Certificate for IT Practitioners (ICT Systems Support)	OCR	450	C	3,429.05	3,556.29
10039028	Certificate in 2D Computer Aided Design	CG	60	B	456.28	472.71
10013064	Certificate in Accounting	OCR	68	A	407.00	422.00
10015930	Certificate in Administration	OCR	262	A	1,263.00	1,310.00
10015942	Certificate in Administration	OCR	300	A	1,518.00	1,574.00
10016430	Certificate in Business Language Competence	OCR	110	A	625.00	648.00
10016442	Certificate in Business Language Competence	OCR	150	A	880.00	913.00
1000645X	Certificate in Child Care and Education	CACHE	480	B	2,954.26	3,063.88
10006503	Certificate in Childminding Practice	CACHE	132	B	841.92	873.40
10034882	Certificate in Coaching Football	FIRST	70	B	456.28	472.71
10040675	Certificate in Coaching Hockey	FIRST	82	B	456.28	472.71
10036969	Certificate in Coaching Rugby Union	FIRST	69	B	456.28	472.71
10037731	Certificate in Coaching Rugby Union	FIRST	21	B	166.76	173.05
10039016	Certificate in Computer Aided Design	CG	90	B	699.48	725.90
1002346X	Certificate in Early Years Practice	CACHE	180	B	1,127.97	1,169.57

Vocationally weighted qualifications (continued)

Accreditation number	Qualification title	Accrediting body	GLH	PWF	2006/07 funding rate (£)	2007/08 funding rate (£)
1002380X	Certificate in Exercise Studies	NCFE	90	B	699.48	725.90
10033609	Certificate in Financial Studies	IFS	130	A	752	780.00
10045351	Diploma in Financial Studies	IFS	150	A	880	913.00
10042842	Certificate in Horticulture	RHS	120	C	977.23	1,013.77
10019121	Certificate in Motor Vehicle Studies	ABC	240	C	1,641.27	1,702.65
10016910	Certificate in Text Processing	OCR	35	A	237.00	246.00
10016934	Certificate in Text Processing	OCR	65	B	456.28	472.71
1001701X	Certificate in Text Processing	OCR	95	B	699.48	725.90
10017975	Certificate in Word Processing	ABC	60	A	407.00	422.00
10022156	Diploma in Administration	OCR	347	A	1,645.00	1,706.00
10025716	Diploma in Body Treatments	ITEC	431	C	2,637.32	2,735.29
10006497	Diploma in Child Care and Education (2-year programme)	CACHE	800	B	3,697.75	3,835.07
10017021	Diploma in Text Processing	OCR	190	B	1,127.97	1,169.57
10006461	Award in Caring for Children	CACHE	290	B	1,557.62	1,615.56
10012552	Foundation Certificate in Building Craft Occupations	J505	270	C	1,807.95	1,875.21
1003559X	Certificate of Personal Effectiveness Level 2	ASDAN	120	A	613.00	636.00
10035606	Certificate of Personal Effectiveness Level 3	ASDAN	150	A	422.00	438.00
10027968	Foundation Construction Award	J505	330	C	2,138.62	2,217.62
10017501	Progression Award in Applying Engineering Principles	CG	160	C	1,143.91	1,186.33
10010543	Progression Award in Photography	CG	90	B	699.48	725.90

Free-standing mathematics qualifications

Accreditation number	Qualification title	Accrediting body	GLH	PWF	2006/07 funding rate (£)	2007/08 funding rate (£)
10025480	Additional Mathematics	OCR	60	A	407.00	422.00
10006746	Calculating Finances	AQA	60	A	407.00	422.00
10006722	Calculating Finances	OCR	60	A	407.00	422.00
10026046	Foundations of Advanced Mathematics	OCR	60	A	407.00	422.00
10006631	Handling and Interpreting Data	AQA	60	A	407.00	422.00
10006655	Handling and Interpreting Data	OCR	60	A	407.00	422.00
10006667	Making Connections in Mathematics	OCR	60	A	407.00	422.00
10006680	Making Connections in Mathematics	AQA	60	A	407.00	422.00
10006564	Making Sense of Data	AQA	60	A	407.00	422.00
10006540	Making Sense of Data	OCR	60	A	407.00	422.00
10006576	Managing Money	AQA	60	A	407.00	422.00
1000659X	Managing Money	OCR	60	A	407.00	422.00
10006758	Modelling with Calculus	AQA	60	A	407.00	422.00
10006771	Modelling with Calculus	OCR	60	A	407.00	422.00
10006606	Solving Problems in Shape and Space	OCR	60	A	407.00	422.00
1000662X	Solving Problems in Shape and Space	AQA	60	A	407.00	422.00
10006813	Using and Applying Statistics	AQA	60	A	407.00	422.00
10006837	Using and Applying Statistics	OCR	60	A	407.00	422.00
10006692	Using Algebra, Functions and Graphics	AQA	60	A	407.00	422.00
10006710	Using Algebra, Functions and Graphics	OCR	60	A	407.00	422.00
10006515	Working in 2 and 3 Dimensions	AQA	60	A	407.00	422.00
10006539	Working in 2 and 3 Dimensions	OCR	60	A	407.00	422.00
10006801	Working with Algebraic and Graphical Techniques	AQA	60	A	407.00	422.00
10006783	Working with Algebraic and Graphical Techniques	OCR	60	A	407.00	422.00

Annex D

Qualifications currently not eligible for LSC sixth form funding in 2006/07

Category of qualification
Adult literacy
Adult numeracy
ASDAN qualifications not accredited by QCA (other than SEN framework)
Basic Skills
Careers education
Cisco programmes not accredited by QCA
CLAiT
Dance and drama not leading to an accredited qualification
Duke of Edinburgh's Award
ECDL
Entry level qualifications
First aid
General religious education
Key Skills
Music not leading to an accredited qualification
Physical education and sport not leading to an accredited qualification
Personal, social and health education
Tutorial work
Young Enterprise

Annex E

Funding rates for other qualifications – guided learning hours

Annex E gives the 2006/07 and the 2007/08 funding rates for the guided learning hours (GLH) – also known as teacher contact time – for any additional qualifications.

The LSC will determine whether such a qualification:

- receives this level of funding; or
- is considered as part of the school's entitlement funding, in which case the qualification will attract no additional funding when the LSC considers each school's allocations.

GLH covers classroom contact, support and assessment carried out by the school each week throughout the year.

Thus a qualification being taught for one hour a week for the school year – 38 weeks – will be recorded as 38 hours.

2006/07 funding rates

Guided learning hours		Programme weighting factor		
Range		A (1.00)	B (1.12)	C (1.30)
		£	£	£
6	8	65	72.96	84.68
9	13	98	110.02	127.70
14	19	124	138.97	161.30
20	29	149	166.76	193.56
30	39	237	265.20	307.82
40	49	279	312.68	362.93
50	59	323	361.32	419.39
60	89	407	456.28	529.61
90	119	625	699.48	811.90
120	149	752	841.92	977.23
150	179	880	985.53	1,143.91
180	209	1,007	1,127.97	1,309.25
210	239	1,135	1,271.57	1,475.93
240	269	1,263	1,414.02	1,641.27
270	299	1,391	1,557.62	1,807.95
300	329	1,518	1,700.06	1,973.29
330	359	1,645	1,842.51	2,138.62
360	389	1,773	1,986.11	2,305.30
390	419	1,902	2,129.71	2,471.98
420	449	2,029	2,272.15	2,637.32

2006/07 funding rates (continued)

Guided learning hours		Programme weighting factor		
Range		A (1.00)	B (1.12)	C (1.30)
		£	£	£
450	479	2,638	2,954.26	3,429.05
480	509	2,638	2,954.26	3,429.05
510	539	2,638	2,954.26	3,429.05
540	569	2,638	2,954.26	3,429.05
570	599	2,667	2,986.69	3,466.69
600	629	2,759	3,089.76	3,586.33
630	659	2,849	3,190.51	3,703.27
660	689	2,939	3,291.26	3,820.22
690	719	3,030	3,393.17	3,938.51
720	749	3,120	3,493.93	4,055.45
750	779	3,211	3,595.84	4,173.74
780	809	3,302	3,697.75	4,292.03
810	839	3,392	3,798.50	4,408.98
840	869	3,483	3,900.41	4,527.27
870	899	3,574	4,002.32	4,645.56
900	929	3,663	4,103.08	4,762.50
930	959	3,754	4,204.99	4,880.79
960	989	3,845	4,306.90	4,999.08
990	1019	3,934	4,406.49	5,114.68
NVQ bands guided learning hours range		A (1.00)	B (1.12)	C (1.30)
0	299	805	902.14	1,047.13
300	449	1,208	1,352.64	1,570.03
450 and above		3,042	3,407.07	3,954.64

2007/08 funding rates

Guided learning hours		Programme weighting factor		
Range		A (1.00)	B (1.12)	C (1.30)
		£	£	£
6	8	67	75.49	87.63
9	13	102	113.82	132.11
14	19	129	144.02	167.16
20	29	155	173.05	200.87
30	39	246	275.26	319.50
40	49	289	324.04	376.12
50	59	335	375.15	435.44
60	89	422	472.71	548.68
90	119	648	725.90	842.56
120	149	780	873.40	1,013.77
150	179	913	1,022.07	1,186.33
180	209	1,044	1,169.57	1,357.54
210	239	1,177	1,318.23	1,530.09
240	269	1,310	1,466.90	1,702.65
270	299	1,442	1,615.56	1,875.21
300	329	1,574	1,763.07	2,046.42
330	359	1,706	1,910.57	2,217.62
360	389	1,839	2,059.23	2,390.18
390	419	1,972	2,209.06	2,564.09
420	449	2,104	2,356.56	2,735.29
450	479	2,736	3,063.88	3,556.29
480	509	2,736	3,063.88	3,556.29
510	539	2,736	3,063.88	3,556.29
540	569	2,736	3,063.88	3,556.29
570	599	2,766	3,097.56	3,595.38
600	629	2,861	3,204.41	3,719.41
630	659	2,954	3,308.94	3,840.74
660	689	3,048	3,413.47	3,962.07
690	719	3,142	3,519.16	4,084.74
720	749	3,235	3,623.69	4,206.07
750	779	3,330	3,729.38	4,328.75
780	809	3,424	3,835.07	4,451.43
810	839	3,518	3,939.60	4,572.76
840	869	3,612	4,045.30	4,695.43
870	899	3,706	4,150.99	4,818.11
900	929	3,799	4,254.35	4,938.09
930	959	3,893	4,360.05	5,060.77
960	989	3,987	4,465.74	5,183.44
990	1019	4,080	4,569.10	5,303.43
NVQ bands guided learning hours range		A (1.00)	B (1.12)	C (1.30)
0	299	835	934.96	1,085.22
300	449	1,253	1,403.02	1,628.50
450 and above		3,155	3,533.10	4,100.92

Annex F

Teachers' Pay Grant

LSC guidance to LAs and local LSCs

1 The LSC thought it would be helpful to set out for you the arrangements we have agreed with the DfES regarding the post-16 Teachers' Pay Grant (TPG) for local LSCs and LAs.

2 The LSC's *Priorities for Success – Schools* stated that "for both 2006–07 and 2007–08 the LSC will pass on to the relevant local authority the sixth form element of the Teachers' Pay Grant (TPG) for distribution according to the authority's own criteria. The only stipulation the LSC will make is that the distribution is transparent and separately identified."

3 We expect this funding to be targeted at post-16 and its distribution to be transparent to schools.

4 We do not want LAs to distribute the post-16 TPG in a burdensome manner which creates additional work for LAs and schools. Thus we are not expecting LAs to ask schools to identify the number of post-16 teachers, or estimate what proportion of timetabled time each teacher spends on sixth form work, and use this to calculate the share funded by the LSC.

5 We do not need a school-by-school breakdown of the funding, although LAs will need to be able to demonstrate that the LSC funding for the TPG has gone to schools with sixth forms, rather than elsewhere. How LAs distribute the funding is up to them – although they should discuss the issue with the Schools Forum.

6 The following section sets out a number of approaches that some LAs are adopting, and that others may want to consider.

Possible approaches by LAs

7 LAs may, if they choose, use the same approach to distributing the money from both sources – pre- and post-16 – in 2006–07 and 2007–08 as they used when the money came from a single source in 2005–06.

8 LAs can distribute the post-16 TPG between schools with sixth forms, based on pupil numbers in the sixth form. This will fairly reflect the likely teacher involvement with the sixth form.

9 As an example of how this might work in an LA with nine schools with sixth forms, the simplest approach may be to carry out a simple pro rata calculation for the nine schools with sixth forms: so if school X has (say) 15 per cent of the total sixth form population for those nine schools, then it gets 15 per cent of the post-16 TPG. This will ensure that the LA distributes the entire LSC grant for TPG.

10 LAs can distribute the grant based on the number of eligible teachers on the payroll in January. This will include post-16 teachers but they do not need to be separately identified. Such a distribution will reflect the appropriate proportion of teachers involved in post-16 learning.

11 Some LAs have a formula, which pays schools 100 per cent of the extra cost of a UPS1 teacher, 90 per cent of the extra cost of a UPS2 teacher, and 60 per cent of the extra cost of a UPS3 teacher. They make an estimate at the start of the financial year and update for actual costs later. Such a system will reflect the post-16 costs appropriately.

12 LAs that use the existing distribution of TPG, but feed it through the ISB, as a formula factor must ensure that schools with sixth forms are fairly funded as a result.

13 The DfES has already forwarded to LAs their agreed TPG for both pre- and post-16 after LAs had the opportunity to modify these figures up until October 2005.

14 These figures reflect the 2005–06 baseline figure agreed between LAs and the DfES, uplifted by 5 per cent in both 2006–07 and 2007–08. The increase has been calculated on a cash rather than per pupil basis, because the original grant was allocated on the basis of estimated numbers of teachers passing the threshold, not of pupil numbers.

Payment process

15 The LSC will forward this funding to the LAs in 12 equal monthly payments beginning in April 2006. This is similar to the transfer of funds for the post-16 SEN block grant from the LSC to LAs.

Annex G

Post-16 Learning Aims Management System for 2006/07 (PLAMS 06/07)

For each student the following data items will be collected (*italics indicate pre-populated data*):

Pupil identifiers module

- *Unique pupil number (UPN)*
- *Pupil's former UPN*
- *Surname*
- *Forename*
- *Middle name*
- *Date of birth*
- *Gender*
- *Pupil's former surname*
- *Pupil's preferred surname*

Pupil status module

- *Enrolment status*
- *Entry date*
- *Leaving date*
- *National Curriculum year group*

Learning aims module

- Qualification accreditation number (QAN)
- Learning aim start date
- Learning aim planned end date
- Learning aim actual end date
- Learning aim completion status
- Specification reference (syllabus code)*
- Awarding body code*
- Discount code (subject code)*

* Data is automatically linked to the QAN in the QAN table.

Schools will be expected to record:

- 1) all qualifications that start before 1 August 2006 and continue on or after 1 August 2006
- 2) all qualifications that start on or after 1 August 2006 and continue on or after 1 October 2006; and
- 3) all qualifications that commence on or after 1 October 2006.

Data will be collected for:

- all qualifications for students in National Curriculum Years 12, 13 or 14 (irrespective of age); and
- all Level 3 (or above) qualifications for students in Year 11 (or below).

The LSC will provide funding for Level 3 (or above) qualifications taken by students in Year 11 (or below) where the majority of a student's programme is at Level 3. **The data for these students will not be included in the calculations of retention and qualification success rates.**

Where schools have consortium arrangements, it is important that the students are identified with the correct school. All schools should record course data for all students who are on their roll, irrespective of the location of any course delivery. If a school is providing courses for students enrolled at other schools and the provider school wishes to record details of these students in its own software system then these other students must only be recorded with a pupil enrolment status of "G" (Guest).

It is for schools in a consortium to agree appropriate mechanisms for distributing funding between themselves.

Annex H

Worked example of a school's 2006 SPC

The following details show the breakdown of qualifications that might be studied in a school sixth form, followed by the corresponding completed section 2b of the pupil count form.

School sixth form details

PUPIL NUMBERS

The number of pupils aged 16 to 19 in the sixth form is 270. There are no pupils under 16 or over 19 taking a sixth form programme. The entry for box 13 is therefore 270.

QUALIFICATIONS

Note: When entering numbers of qualifications please refer to point 7 in the guidance in respect of the limit of five fundable qualifications for an individual pupil.

Number of Advanced levels (AS/A2)

The total number of pupils taking AS/A2 courses (other than General Studies) in the school is as follows:

Cost weighting of subjects	Pupils taking 1-year AS/A2 courses	Pupils taking 2-year AS/A2 courses	Total qualifications (1-year + 0.5 2-year)
A	180	20	190
B	160	31	175.5
Total	340	51	365.5

General Studies

	Number of pupils	Total qualifications (1-year + 0.5 2-year)
1-year AS in 2006/07	40	40
2-year AS in 2005/06 (2nd year)	10	5
2-year AS in 2006/07 (1st year)	10	5
1-year A2 in 2006/07	20	20
Total	80	70

Number of pupils entering AS-level mathematics November examination = 10

Number of Advanced levels (AS/A2) in Applied Subjects

The number of pupils taking AS/A2 qualifications over one year starting September 2006 and completing at the end of 2006/07 is as follows:

	Weighting A	Weighting B	Weighting C
AS 3 units	7	11	4
AS double award	10	2	6
A-level 6 units*	1	5	3
A-level 12 units*	4	3	

* Remember these qualifications are normally delivered over two years so must be counted double – the one pupil studying A-level 6 units over one year will therefore be counted as two.

The number of pupils taking AS/A2 qualifications over two years who are starting in September 2006 and will complete at the end of 2007/08 is as follows:

	Weighting A	Weighting B	Weighting C
AS 3 units*		2	
AS double award*	3		
A-level 6 units	15	9	5
A-level 12 units	9	17	

* Remember these qualifications are normally delivered over one year so must be counted as half – the two pupils studying AS 3 units and three pupils studying AS double award over two years will therefore be counted as 1 and 1.5 respectively.

Taking account of the assumptions about the number of years of study, the information in the above two boxes would be added together and entered in boxes 18 to 29.

Intermediate/Foundation GNVQs

There are 10 pupils taking an Intermediate GNVQ in a cost weighting A subject.

Number of GCSEs

GCSEs

The school has 20 pupils retaking and 15 pupils resitting GCSE cost weighting A subjects. Seven pupils are resitting Double Award Science which will each be counted as two qualifications, plus two pupils resitting other cost weighting B subjects to improve their grades.

GCSEs in Vocational Subjects

The school has seven pupils taking cost weighting A subjects; four of these are doing the full qualification (or pupils who are retaking the whole course) and three are just resitting the examination. There are ten at cost weighting B made up of five full qualification and five resits, and five pupils taking cost weighting C subjects made up of three full qualifications and two resits.

These qualifications should be entered in boxes 37 to 42 as per the actual numbers of pupils taking them. The fact that these are equivalent to two GCSEs will be reflected in the rate – do not double enter.

Number of NVQS

The numbers of pupils taking complete NVQ qualifications are:

	Weighting A	Weighting B	Weighting C
Delivery Model 1 (450 and above teacher contact hours)	4	5	3
Delivery Model 2 (300–449 teacher contact hours)	3	5	2
Delivery Model 3 (0–299 teacher contact hours)	3	5	2

The above figures are entered into boxes 43 to 51.

There are also 10 pupils in the school who are taking NVQ language units. Note, these should not be entered in boxes 43 to 51.

Remember that the hours referred to here are per year rather than for the whole qualification.

Number of Introductory/First/National Awards, Certificates and Diplomas

The school has the following pupils taking these qualifications and studying them over one year:

- two pupils taking Introductory Certificates Level 1 in B-weighted subjects
- eight pupils taking Introductory Diplomas, three A-weighted and five B-weighted
- nine pupils taking National Certificates, two at Level 1 A-weighted, three at Level 1 B-weighted, and four at Level 2 B-weighted
- three pupils taking the Diploma in Digital Applications for IT users (A-weighted).

The school has the following pupils taking these qualifications and studying them over two years:

- one pupil taking the Diploma in Digital Applications for IT users* (A-weighted)
- six pupils taking a B-weighted National Diploma.

* Remember these qualifications are normally delivered over one year so must be counted as half when studied over two years.

Taking account of the assumptions about the number of years of study, the above information should be aggregated according to the number of units for the qualification and entered in boxes 52 to 63. A list of the qualifications with the number of units for each is given in the guidance notes with the September Pupil Count form.

Number of Other Qualifications/Learning Aims (including General RE)

At present, the school will be funded for the CACHE Child Care and Education and Community Sport Leadership Awards. Note that unless all fields are completed for other qualifications then it is unlikely that funding will be attracted. Please note that accreditation numbers found on the section 96 website contain slashes that must be ignored when entering into field 65 as the field is 8 characters long.

Number of International Baccalaureate qualifications

The school has eight pupils studying International Baccalaureate qualifications; three of these are studying the full award, the rest are studying some parts of the full award. The breakdown of parts being studied for the eight pupils is as follows:

Pupil	Higher		Standard		Theory of Knowledge	Creativity, Activity and Service	Extended Essay
	Weighting A	Weighting B	Weighting A	Weighting B			
1	3		2	1	1	1	1
2	1	2	1	2	1	1	1
3	2	1		3	1	1	1
4	1	2			1	1	
5	2		1	1		1	
6		2	2		1	1	
7	1		2	1		1	
8	1		1	2	1	1	
Total	11	7	9	10	6	8	3

Section 2b – School Sixth Form Qualification Data Form

Please read the guidance in section 3a before completing this form.

PUPIL NUMBERS

Sixth form pupil numbers 2006/07

13

270**QUALIFICATIONS**

Note: When entering the numbers of qualifications please refer to point 7 in the guidance.

Number of Advanced levels (AS/A2)Cost
weighting A

14

190Cost
weighting B

15

175.5General
Studies

16

70AS-level
mathematics
November
examination

17

10**Number of Advanced levels (AS/A2) in Applied Subjects**

		Weighting A		Weighting B		Weighting C
AS (3 units)	18	7	19	12	20	4
AS double award (6 units)	21	11.5	22	2	23	6
A-level (6 units)	24	17	25	19	26	11
A-level (12 units)	27	17	28	23	29	

Intermediate/Foundation GNVQs

		Weighting A		Weighting B		Weighting C
Intermediate/Foundation GNVQ	30	10	31		32	

Number of GCSEs

		Weighting A		Weighting B
Full qualification/retake	33	20	34	
Resits	35	15	36	16

Number of GCSEs in Vocational Subjects

		Weighting A		Weighting B		Weighting C
Full qualification/retake	37	4	38	5	39	3
Resits	40	3	41	5	42	2

Number of NVQ Qualifications

		Weighting A		Weighting B		Weighting C
Delivery Model 1 (450 and above teacher contact hours)	43	4	44	5	45	3
Delivery Model 2 (300–449 teacher contact hours)	46	3	47	5	48	2
Delivery Model 3 (0–299 teacher contact hours)	49	3	50	5	51	2

Introductory/First/National Awards, Certificates and Diplomas

Please refer to the guidance on page 4 for details of the qualifications covered by this section.

		Weighting A		Weighting B		Weighting C
3-unit awards	52		53	2	54	
6-unit awards	55	8.5	56	12	57	
12-unit awards	58		59		60	
18-unit awards	61		62	6	63	

Number of Other Qualifications/Learning Aims (including General RE)

64 Qualification/Learning Aim	65 Accreditation number	66 Award body	67 Teacher contact hours per year	68 Number of pupils
Award in Community Sport Leadership	10033993	BST	40	30
CACHE (Child Care and Education)	1000645X	CACHE	580	15

Number of International Baccalaureate Qualifications

Please note that this section should only be completed by schools accredited by the International Baccalaureate.

		Weighting A	Weighting B
International Baccalaureate – Higher	69	11	70 7
International Baccalaureate – Standard	71	9	72 10
Theory of Knowledge	73	6	Creativity, Activity and Service
		74 8	Extended Essay
			75 3

Annex I

Glossary

2006/07	denotes LSC funding year from August 2006 to July 2007	LAT	Learner Achievement Tracker – LSC value added and distance travelled system
2006–07	denotes financial year from April 2006 to March 2007	LSC	The Learning and Skills Council
additionality	additional learning that a pupil receives which is beyond the pupil's entitlement	LSC formula	LSC formula calculation for a school's sixth form, incorporating the six elements
AVCE	Advanced Vocational Certificate of Education	LSF	Learner Support Fund
AWPU	Age Weighted Pupil Unit	ME	Myalgic encephalitis
BSF	Building Schools for the Future	MFF	Minimum Funding Floor
CoPE	(ASDAN) Certificate of Personal Effectiveness	MFG	Minimum Funding Guarantee
DfES	Department for Education and Skills	NABS	National Accrediting Board of Studies
DfES Section 96	This is a list of approved qualifications which are eligible for LSC funding. Not all such qualifications attract LSC funding, as some are regarded as being covered by entitlement funding	NAO	National Audit Office
DT	distance travelled	NEET	Post-16s not in education or training
EMA	Education Maintenance Allowance	National Rates Advisory Group	an independent group, which advises the LSC on rates issues, principally relativities between qualifications
FSM	free school meals	OU	Open University
GCSE	General Certificate in Secondary Education	PFI	Private Finance Initiative
GLH	guided learning hours	PLAMS 06/07	Post-16 Learning Aims Management System for 2006/07 – post-16 data collection in 2006/07
ICT	information and communication technology	PSHE	personal, social and health education
IFS	Institute of Financial Studies	PLASC	Pupil Level Annual School Census
LA	local authority	QAN	qualification accreditation number
		QCA	Qualifications and Curriculum Authority

RE	religious education
RTG	The Real Terms Guarantee – a guarantee given by the Government that a school's sixth form funding will not reduce in real terms on account of the transition to LSC funding
school census	DfES collection of data from schools
SEN	special educational needs
SIPs	School Improvement Partners
SPC	September Pupil Count
TPG	Teachers' Pay Grant
VA	value added
WBL	work-based learning

Notes

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